

Учреждение образования  
«Брестский государственный университет  
имени А.С. Пушкина»

Кафедра иностранных языков

## Английский язык

Электронный учебно-методический комплекс  
по учебной дисциплине «Иностранный язык (английский)»  
для студентов социально-педагогического факультета

Брест  
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Электронный учебно-методический комплекс предназначен для студентов социально-педагогического факультета, обучающихся на специальности «1-01 01 01 Дошкольное образование». ЭУМК составлен в соответствии с требованиями учебной программы по английскому языку для студентов социально-педагогического факультета, предлагающей обучение различным видам чтения, навыкам профессионального общения, письменной речи, а также аннотированию иноязычных текстов по специальности.

ЭУМК состоит из введения, методических указаний, содержания курса, практического раздела, структура и содержание которого соответствуют определенным модулям обучения, раздела контроля знаний, вспомогательного раздела, содержащего терминологический глоссарий и перечень учебных изданий и информационно-аналитических материалов, рекомендуемых для изучения учебной дисциплины. В Приложении представлены требования, предъявляемые к студентам на итоговом экзамене.



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## Введение

Настоящий ЭУМК предназначен для студентов дневной и заочной формы получения образования для студентов социально-педагогического факультета и составлен в соответствии с требованиями Образовательного стандарта Республики Беларусь для специальности «1-01 01 01 Дошкольное образование».

Практическая цель иноязычного обучения в вузе заключается в приобретении студентами коммуникативной компетенции, уровень которой позволяет использовать иностранный язык практически в профессиональной деятельности и для дальнейшего самообразования как средство повышения профессиональной компетенции и личностно-профессионального развития студентов. Кроме того, обучение иностранному языку на неязыковых факультетах вуза позволяет расширить кругозор студентов, повысить их общий культурный и образовательный уровень, реализовать такие аспекты профессиональной деятельности, как своевременное ознакомление с новыми технологиями, открытиями и тенденциями в развитии выбранной специальности, а также формировать готовность специалистов содействовать налаживанию межкультурных и научных связей, представлять свою страну на международных конференциях, относиться с уважением к духовным ценностям других стран и народов.

Изучение иностранного языка в учреждении высшего образования ставит целью дальнейшее развитие и совершенствование сформированной иноязычной коммуникативной компетентности в единстве всех ее составляющих: речевой, языковой, социокультурной, компенсаторной учебно-познавательной компетентностей, обеспечивающих использование иностранного языка как средства профильной ориентации и самоопределения студента в рамках университетского профиля.

Достижение главной цели предполагает комплексную реализацию познавательной, развивающей, воспитательной и практической целей.



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В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная компетенция в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

*Языковая компетенция* – совокупность языковых средств (фонетических, лексических, грамматических), а также правил их использования в коммуникативных целях.

*Речевая компетенция* – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

*Социокультурная компетенция* – совокупность знаний о национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

*Компенсаторная компетенция* – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

*Учебно-познавательная компетенция* – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

### **Общие требования к уровню освоения содержания**

В результате изучения дисциплины студент должен **знать**:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);
- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;
- историю и культуру страны изучаемого языка.



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Студент должен **уметь**:

- вести общение социокультурного и профессионального характера в объеме, предусмотренном типовой учебной программой;
- читать и переводить литературу по специальности обучаемых (изучающее, ознакомительное, просмотровое и поисковое чтение);
- письменно выражать свои коммуникативные намерения в сферах, предусмотренных типовой учебной программой;
- понимать аутентичную иноязычную речь на слух в объеме программной тематики.

Требования к практическому владению видами речевой деятельности

### **Рецептивные умения**

#### **Аудирование**

Студент должен **уметь**:

- воспринимать на слух иноязычную речь в естественном темпе в объеме программной тематики;
- воспроизводить услышанное при помощи повторения, перефразирования, пересказа.

#### **Чтение**

Студент должен **уметь**:

- владеть всеми видами чтения (изучающее, ознакомительное, просмотровое, поисковое), предполагающими разную степень понимания прочитанного;
- полно и точно понимать содержание профессионально ориентированных аутентичных текстов, используя двуязычный словарь (изучающее чтение);
- понимать общее содержание текста (70 %), определять не только круг затрагиваемых вопросов, но и то, как они решаются (ознакомительное чтение);
- получать общее представление о теме, круге вопросов, которые затрагиваются в тексте (просмотровое чтение);



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- найти конкретную информацию (определение, правило, цифровые и другие данные), о которой заранее известно, что она содержится в данном тексте (поисковое чтение).

Тексты, предназначенные для просмотрового, поискового и ознакомительного чтения, могут включать до 10 % незнакомых слов.

За время обучения студенты должны усвоить лексический материал в объеме 1500 лексических единиц (продуктивно), из них 300 – терминологическая лексика.

## **Продуктивные умения**

### **Говорение**

#### **Монологическая речь**

Студент должен **уметь**:

- продуцировать развернутое подготовленное и неподготовленное высказывание по проблемам социокультурного и профессионального общения, перечисленным в типовой учебной программе;
- резюмировать полученную информацию;
- аргументированно представлять свою точку зрения по описанным фактам и событиям, делать выводы.

Примерный объем высказывания 15 фраз.

#### *Диалогическая речь*

Студент должен **уметь**:

- вступать в контакт с собеседником, поддерживать и завершать беседу, используя адекватные речевые формулы и правила речевого этикета;
- обмениваться профессиональной и непрофессиональной информацией с собеседником, выражая согласие/несогласие, сомнение, удивление, просьбу, совет, предложение и т. п.;
- участвовать в дискуссии по теме/проблеме, аргументированно отстаивать свою точку зрения;
- сочетать диалогическую и монологическую формы речи. Примерное количество реплик – 8–10 с каждой стороны.



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## Письмо

Студент должен уметь:

- выполнять письменные задания к прослушанному, увиденному, прочитанному, логично и аргументированно излагать свои мысли, соблюдая стилистические и жанровые особенности;
- реферировать и аннотировать профессионально ориентированные и общенаучные тексты с учетом разной степени смысловой компрессии.



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## Методические указания

Учебно-методический комплекс ориентирован на формирование у студентов иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального и межличностного общения. Такие виды речевой деятельности, как говорение, аудирование, письмо используются на протяжении всего курса. Данный подход учитывается в содержательной структуре данного ЭУМК.

В основу структурирования содержания учебного материала положен принцип модульного подхода, который предполагает разбивку учебного материала на относительно самостоятельные модули курса. Структура содержания учебной дисциплины включает модуль социального общения, модуль профессионального общения, модуль контроля.

Аудиторная работа студента под руководством преподавателя осуществляется путем групповых занятий различного характера (установочных, практических, контрольно-закрепительных).

Учебно-методический комплекс по английскому языку для студентов социально-педагогического факультета направлен на практическое использование английского языка, расширение языковой, лингвострановедческой и социокультурной компетенций, формирование знаний и умений по основным аспектам и темам, а также обучение профессионально-ориентированному речевому общению и самостоятельному повышению своей профессиональной квалификации при помощи английского языка. Его основной целью является “обеспечение практического владения студентами английским языком как средством формирования и формулирования мыслей в социально-обусловленных и профессионально-ориентированных сферах общения”.

Структура и содержание ЭУМК соответствуют этапам обучения студентов социально-педагогического факультета.



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ЭУМК состоит из

- введения,
- методических указаний,
- учебной программы,
- содержания курса,
- практического раздела, структура и содержание которого соответствуют определенным модулям обучения,
- раздела контроля знаний,
- вспомогательного раздела, содержащего методические указания по написанию аннотации, глоссарий, математические символы и перечень учебных изданий и информационно-аналитических материалов, рекомендуемых для изучения учебной дисциплины,
- требований, предъявляемых к студентам на итоговом экзамене (Приложение).

Практический раздел комплекса соответствует двум разделам обучения иностранному языку. Разделы социально-бытового и социально-политического общения содержат текстовый материал, а также задания, обучающие различным видам чтения. Этот раздел ЭУМК ориентирован на формирование у студентов умения самостоятельно читать иноязычные тексты с целью извлечения необходимой информации и обогащения словарного запаса по темам «Моя учёба в вузе», «Университет», «Беларусь», и «Англоговорящие страны».

Модуль профессионального общения содержит аутентичный текстовый и лексический материал, соответствующий принципам профессионально ориентированного обучения. Целью данного раздела является развитие навыков чтения и более свободного употребления в речи терминологии, клише и выражений, характерных для литературы по социально-педагогическим специальностям. Части данного раздела содержат профессионально направленный материал, соответствующий специальностям социально-педагогического факультета, по темам «Дошкольная педагогика как отрасль педагогической науки.



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Цели, средства и приёмы воспитания и обучения в дошкольном возрасте», «Закономерности воспитания, обучения и образования детей дошкольного возраста, изучение процессов развития и формирования личности дошкольника», «Моя будущая профессия», « Специальное образование. Интеграция как принцип специального образования». Основным материалом для аудиторной и последующей самостоятельной работы в каждом разделе предусмотрен базовый текст.

Предтекстовые упражнения направлены на выработку умений работы со специальной литературой, которые необходимы студентам для успешной сдачи курсового экзамена по иностранному языку, так как здесь имеются все виды заданий, начиная от лексико-грамматического теста, письменного перевода, аннотации прочитанного до пересказа некоторых устных тем, входящих в экзаменационный перечень.

Послетекстовые упражнения направлены на проверку понимания прочитанного текста, формирование умения извлекать информацию, связно и логично излагать его содержание и выразить собственное суждение с опорой на языковой материал текста. Многотекстовость позволяет использовать разноцелевое чтение, что способствует расширению у обучаемых практических и профессиональных знаний по специальности.

Трудности, связанные с терминологической лексикой и переводом, снимаются с помощью глоссария, индивидуальная самостоятельная работа над которым предполагает углубленное изучение специального терминологического словаря юридического профиля.

Раздел контроля знаний представляет собой модуль контроля. Данный модуль обеспечивает промежуточный и итоговый контроль усвоения содержания модуля социального общения и модуля профессионального общения. Он предназначен для обобщения и систематизации пройденного учебного материала по всем аспектам языка и видам речевой деятельности.



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*Промежуточный контроль осуществляется:*

- 1) по устным темам – в форме монологического высказывания, диалогов, беседы с преподавателем;
- 2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;
- 3) по лексике и грамматике – в виде выполнения лексических и грамматических упражнений по изученным темам и тестов.

*Итоговый контроль* знаний, умений и навыков студентов осуществляется в форме зачетов и экзамена в конце всего курса.

Раздел контроля знаний включает лексико-грамматические тесты, которые служат для итогового контроля усвоения программного материала в конце каждого этапа обучения; список вопросов к зачетам; образец экзаменационных материалов (лексико-грамматический тест; профессионально-ориентированный текст для чтения и письменного перевода; аутентичный текст для реферирования; подготовленные ситуации предметно-тематического содержания для беседы с преподавателем в рамках данной ситуации (по предметно-тематическому содержанию дисциплины)).

Вспомогательный раздел включает методические рекомендации для работы с данным учебно-методическим комплексом, а также методические рекомендации по организации и выполнению самостоятельных работ студентов по учебной дисциплине. Перечень учебных изданий и информационно-аналитических материалов, рекомендуемых для изучения учебной дисциплины, поможет обучающимся ориентироваться в источниках информации по предмету и включает список рекомендуемой литературы, список электронных ресурсов удаленного доступа, список сетевых видеоресурсов и список электронных образовательных ресурсов.



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## Содержание курса

### 1. Социальное общение.

1.1 Брестский государственный университет: история создания, факультеты, студенческая жизнь. Рабочий день студента.

Социальная и научная деятельность студента.

Грамматика: существительное: множественное число существительных, притяжательный падеж.

1.2. Система высшего образования. Система образования в стране изучаемого языка и в Беларуси: сравнительный анализ.

Грамматика: определенный, неопределенный, нулевой артикль. Артикли и предлоги.

1.3. Республика Беларусь: история, природные условия, культурные обычаи, экономика, политическое устройство. Минск столица Республики Беларусь: героическое прошлое и прогрессивное настоящее.

Великие люди Беларуси: искусство, политика, наука.

Грамматика: местоимение: личные, притяжательные, указательные, относительные, вопросительные, неопределенные.

1.4. Страна изучаемого языка: история, природные условия, культурные обычаи, экономика, политическое устройство. Столица страны изучаемого языка - географический, политический, экономический, культурный центр. Великие люди страны изучаемого языка: искусство, политика, наука.

Грамматика: наречие, степени сравнения наречий.

1.5. Экологические проблемы современности. Трагические уроки прошлого. Экологическая культура в Республике Беларусь и в стране изучаемого языка. Окружающая среда и здоровье.

Грамматика: формальные признаки сказуемого: позиция в предложении (повествовательном, вопросительном)



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## 2. Профессиональное общение

2.1 Дошкольная педагогика как отрасль педагогической науки. Цели, средства и приёмы воспитания и обучения в дошкольном возрасте.

Грамматика: временная система изъявительного наклонения.

2.2. Взаимосвязь обучения, развития и воспитания детей дошкольного возраста. Закономерности воспитания, обучения и образования детей дошкольного возраста, изучение процессов развития и формирования личности дошкольника.

Грамматика: временная система изъявительного наклонения

2.3. Психолого-педагогическое обоснование развивающих видов деятельности детей в ДОУ, характеристика возможностей и средств их организации.

2.4. Выявление содержания, форм, методов, педагогических условий реализации личностно-ориентированного дошкольного образования.

Грамматика: Согласование времен изъявительного наклонения.

2.5. Место психологии в системе современного научного знания. Структура современной психологии. Методологические принципы психологии. Классификация методов психологического исследования. Грамматика: условное наклонение.

2.6. Психологические методики изучения личности и детского коллектива. Психолого-педагогические методы изучения детей младшего школьного возраста.

2.7. Основы психолого-педагогического взаимодействия. Основные формы психолого – педагогического взаимодействия: дискуссия, психолого – педагогический консилиум, педагогические мастерские, деловые игры, организационно – деятельностные игры, тренинги.

2.8. Общая характеристика внимания. Физиологические основы внимания. Основные функции внимания. Связь внимания с другими познавательными процессами Грамматика: неличные формы глагола: причастия настоящего и прошедшего времени, отглагольное прилагательное, деепричастие.

2.9. История развития дошкольного образования. Педагоги-реформаторы: вклад в становление педагогики дошкольного образования



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2.10. Профессия педагога. Содержание педагогической деятельности.

2.11. Понятие о профессиональной компетентности педагога как интегральном проявлении профессионализма.



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# Практический раздел

## Модуль социального общения

### OUR UNIVERSITY

Brest State University was founded in 1945. It was called the Teachers' Training Institute then. In 1995 it became a university. Its full name is Brest State University named after Alexander Pushkin.

The University occupies several academic buildings: an old building at the crossing of Savetskaya and Mickevich's Streets, the Sports Complex with gymnasiums, a swimming pool, several lecture halls and tutorial rooms, and a seven-storeyed building in Kasmanautau Boulevard with a canteen, a library, reading halls, laboratories, lecture halls and subject rooms. At the disposal of students there are four hostels, a winter garden, a garden of successive blossoming, an agricultural and biological station. The University has three museums: of biology, of geology, and of physical culture and sport.

The University educates about 4,500 students at the day-time department and about 4,000 students acquire higher education at the correspondence department. There are 12 faculties at the University: Language and Literature, Foreign Languages, Psychology and Pedagogics, Social Pedagogics, Geography, Biology, Mathematics, Physics, Physical Education, History, Law, and Pre-University Preparation. Students are educated in 50 specialities.

Teaching is maintained at a high level. About 600 professors, associate professors and tutors at 55 chairs teach students at the University.

The course of study lasts four-five years. Each year consists of two terms (autumn and spring) with examination periods at the end of each term. The term is divided between theoretical and practical work: students have a few weeks of lectures followed by seminars. When students have seminars they spend a lot of time in the reading room revising the material, fortunately the Internet helps now a lot.



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Students do not only study, they are also engaged in various forms of research work. They write course papers and diploma theses, participate in scientific conferences and publish their articles. This work helps them to better understand the subjects they study and the current requirements of the national economy, to see the results of their work put into practice.

1. What is the full name of the University you study at? How old is the University?
2. How many students are educated at Brest State University?
3. At what faculty do you study? At what faculties do your friends study?
4. How many specialities are students educated in?
5. What do students have at their disposal at the University?
6. How is teaching maintained at the University?
7. In what way is the academic year organized?

## THE IMAGE OF BELARUS

The Republic of Belarus lies in the centre of Europe. It occupies an area of 208 thousand square kilometers. Belarus shares its border with five states: the Russian Federation, Lithuania, Poland, the Ukraine, and Latvia. The population of Belarus is about 10 mln.

Belarus has a cool continental climate moderated by maritime influences from the Atlantic Ocean.

The first written documents of the Belarusian statehood go as far back as 980 AD when Prince Rogvold began his reign on Polotsk lands, which are the historic and religious center of Belarusian nation and culture. From the 13<sup>th</sup> till the 16<sup>th</sup> century the territory of contemporary Belarus was the center of a medieval polyethnic state – the Grand Duchy of Litva. The lands of contemporary Belarus, Lithuania, the Ukraine and a part of Russia comprised this state. In 1569 the Grand Duchy of Litva and the Polish Kingdom



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established a political union according to which the Litva – Poland confederation – Rzecz Pospolita – emerged. As a result of three divisions of Rzecz Pospolita in 1772, 1793 and 1795 between three empires – Russia, Austria and Prussia – the Belarusian lands were incorporated into the Russian Empire.

On March 9, 1918 Belarus was declared a democratic Peoples' Republic. On January 1, 1919 the Belorussian Soviet Socialist Republic was created. On December 30, 1922 the Communist governments of Belarus, Russia, the Ukraine and Caucasus created the Union of Soviet Socialist Republics. In August 1991 Belarus declared its independence.

Now Belarus is a presidential republic. State power in the Republic of Belarus is formed and realized through three main branches – legislative, executive and judicial.

According to the Constitution of 1994 and its modifications of 1996, a two-chamber parliament is the supreme standing and exclusive legislative body of state power in the Republic of Belarus. The President of the Republic of Belarus is the chief of the state. The executive branch is represented by the Council of ministers headed by the Prime Minister, Courts perform the judicial power in the republic.

The present National Emblem and Flag of the Republic of Belarus symbolize historical adherence of the Belarusian people to constructive labor, their faith in the triumph of justice and attainment of a worthy place in the world community.

The sources of Belarusian culture come from the pre-Christian times and have a lot of common with traditions of the other Indo-European cultures, Traditional rites, music and art elements are widely used in contemporary cultural life, thus illustrating symbols of the old and young Belarusian culture.

Belarus is rather a highly developed industrial country. The main branches of Belarusian industry are machine building, instrument making, chemical, wood processing, light and food industries. Over 100 large enterprises are the basis of Belarusian economy.

Minsk, the capital of Belarus, is one of the most beautiful and significant cities. It is first mentioned in chronicles as a fortress in the Principality of Polotsk in connection with the battle on the river Nemiga in 1067.



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People of Belarus are proud of their country. The proverb says, "what you give returns to the giver. Love for love, trust for trust". Belarus entrusted itself to the people and they in their turn enjoy its beauty and glory.

1. Where does the Republic of Belarus lie?
2. What is the territory of Belarus?
3. What countries does Belarus share its border with?
4. What is state power in the Republic of Belarus realized through?
5. What are the main branches of Belarusian industry?

## POLITICAL AND SOCIAL PORTRAIT OF GREAT BRITAIN

Great Britain has a parliamentary government based on the party system. Parliament has two parts: the House of Commons and the House of Lords. Members of the House of Commons are elected by the voters of 650 constituencies. The Prime Minister, or leader of the Government, is a Member of Parliament (MP), usually the leader of the political party with a majority in the House of Commons. The chief officer of the House of Commons is the Speaker. The House at the beginning of each Parliament elects him. His chief function is to preside over the House in its debate. When elected the Speaker must not belong to any party.

The House of Lords is composed of about 1,200 members. They are the Lords Spiritual, and the Lords temporal, consisting of all hereditary peers, all life peers and 21 law lords, to assist the House in its judicial duties, because for a long time the House of Lords was the highest court of law in the land, and it still is the supreme court of appeal.

A Cabinet of about twenty other ministers advises the Prime Minister. The Cabinet includes the ministers in charge of major government departments or ministries. Civil servants, who are permanent officials, run departments and ministries. Even if the Government changes after an election, the same civil servants are employed. In the



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performance of its functions the Cabinet makes considerable use of a system of committees. The Cabinet is the centre of the political power of the United Kingdom at the present time. Normally it meets for about two hours once or twice a week during parliamentary sitting.

The main political parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative party believes in free enterprise and the importance of capitalist economy, with private ownership preferred to state control. The Labour party believes that private ownership and enterprise should be allowed to flourish, but not at the expense of their traditional support of the public services. The Liberal Democrats believe that the state should have some control over the economy, but that there should be individual ownership.

Great Britain is a constitutional monarchy, and the Crown is a permanent and continuous institution. The Queen is the official Head of State and, for many people, a symbol of the unity of the nation. According to the Constitution the powers of the Crown are very great. Every action of the government is carried in its name. But the Queen cannot act independently. She reigns but does not rule. Although the Queen is deprived of actual power, she has retained many important, though formal functions.

1. What is the principle of the election to the House of Commons in the UK?
2. Who composes the House of Lords?
3. Who does the Cabinet include?
4. What are the main political parties in the UK?
5. What are the main objectives of the Conservative party?
6. What does the Labour party believe in?
7. What is the role of the Queen in the country?



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## WHAT IS PRESCHOOL EDUCATION

Preschool establishments constitute the first link in the system of education and upbringing.

Creches, kindergartens and kindergarten-creches (general and specialized), as well as other preschool establishments provide the most favourable conditions for preschool children's upbringing and are of help to the family.

In Belarus preschool establishments are intended for children under seven. Children are divided into age groups: early (1-, 2- and 3-year-olds), junior (3- and 4-year-olds), middle (4- and 5-year-olds), senior (5- and 6-year-olds) and preparatory (6- and 7-year-olds).

Preschool establishments bring up children in close co-operation with the family, protect and build up their health, inculcate in them elementary practical skills and love for work, promote their aesthetic education, prepare them for school, bring them up in a spirit of respect of their elders, love of the Motherland.

Preschool establishments are directed and staffed, irrespective of their departmental subordination, by the Ministry of Education of Belarus, and by the local organs.

Medical care and prophylactic measures for children are carried out by health organizations which staff preschool establishments with doctors.

Public preschool education in Belarus meets the interests of both society and the family. It helps women do socially useful work and improve their standard of education.

At the same time, public preschool education has an important role to play as a constituent part of the entire public education system, being its first stage which ensures the all-round harmonious development of the rising generation.

Special attention has been paid in the last few years to the improvement of the educational process in preschool establishments. The teaching staff of kindergartens is successfully tackling the tasks of the communist upbringing of children.



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The development of the child's mental facilities remains the most important task. Soviet experience convincingly proves that preschool children have a tremendous learning capacity. Its timely and planned development is invaluable indeed for the entire subsequent process of upbringing and education.

1. What establishments constitute the first link in the system of education and upbringing?
2. Into what age groups are children divided in Belarus preschool establishments?
3. Public preschool education in the USSR meets the interests of both society and the family, doesn't it?
4. Does the development of the child's mental facilities remain the most important task?
5. What education of preschool children is of special importance today?

## METHODS AND MEANS OF TEACHING

Methods and means of teaching in its essence differ from each other. The method is very closely related to the learning process and does not exist outside of it. As a variety of teaching tools, textbooks, visual aids, books, reference books, dictionaries, technical aids and so on are usually used. These tools can be used for completely different purposes, and they make it possible to change the learning process itself. That is, when using different means in the learning process, it is possible to change the teaching methods themselves.

If we consider the methods and tools of learning in the relationship, then, first of all, all the methods can be divided into three groups:

1. Syllabic methods of teaching: explanation, story, conversation, work with the help of a textbook or a book.
2. Visual methods of teaching: demonstration of visual aids, observation, display of training videos.



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3. Practical methods of teaching: written and oral exercises, laboratory works, graphics.

Modern technical means of teaching help the teacher to improve visual and practical methods. They help students of lower grades better learn the material and evoke its genuine interest in the learning process. For example, if you include in the story of the teacher a fragment of the video on the topic of the story, then the participation of the teacher and students in the learning process becomes much more active.

If we consider the constituent elements and individual details of the method, they are already called methodical methods. If the method is used to master the main content of the material for study, then the use of various methodological methods helps the students of lower grades to study in depth certain topics and questions of the subject of study. Usually, when the methods and means of teaching students of lower grades are considered in aggregate, one can find in practice a large number of the most diverse methods used.

And these methods can be like common for the study of various subjects, and individual, which help in studying only this particular subject. Already the teacher can choose those methods and methods of work that will allow him to convey the necessary knowledge to schoolchildren by awakening their thinking activity. Also, the methods chosen help to develop in children and to support their interest in studying a particular discipline are used.

1. How can the methods of teaching be divided?
2. What are the main parts of syllabic methods of teaching?
3. What are visual methods of teaching?
4. What do practical methods of teaching include?
5. What are the main functions of modern technical means of teaching?
6. What are the purposes of using methodical methods?



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## PRESCHOOL ESTABLISHMENT TYPES OF EDUCATION

The important objective of the overall educational system is to provide preschool educational for every child. Preschool education lays the foundation of a child's character and cultivates his habits and emotions. A child's future progress at school and in adult life may greatly depend on his preschool education which is the initial link in the chain of public education.

According to the emphasis of the group and the age of the child, there are eight different types of preschool education establishments: kindergarten-creches for very young children (from two months to three years), kindergartens for children of older preschool age (from five to seven years old), combined kindergartens, compensatory kindergartens, supervision and health improvement kindergartens, general kindergartens with priority activities in one aspect of child development, and child development centre-kindergartens.

Kindergarten is a time for learning more appropriate ways of interacting with others. Many kindergarten children are also developing a sense of humour, and show delight in nonsense rhymes and playing with language.

Kindergarten children are natural learners, full of wonder about the world and ripe for rapid intellectual development.

Kindergarten children's vocabulary and ability to express ideas are developing rapidly. Most Kindergarten children's are full of energy and enjoy physical activities. They are developing a sense of rhythm and enjoy activities accompanied by music, such as clapping, marching, and jumping.

The Kindergarten year is an important time to develop both independence and the ability to work cooperatively with others. They are developing a sense of social responsibility.

1. What is the objective of the overall educational system?
2. What are the different types of preschool education establishments?
3. What are the advantages of kindergarten establishments?
4. What abilities does kindergarten develop in children?



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## SPECIAL EDUCATION

Special education is the education of children who deviate socially, mentally, or physically from the average to such an extent that they require major modifications of usual school practices. The children include the emotionally disturbed, children who have learning disabilities, the gifted, the mentally retarded, those with impairments of vision, hearing, or speech, and those with orthopedic and neurological handicaps.

### *The education of children with maladaptive behaviour*

Socially and emotionally maladjusted children are referred for special programs by parents or by teachers when they find it difficult to manage the child at home or in school. Autistic children make a separate part of maladjusted children. Autism is a severe mental illness that affects children and prevents them from communicating with other children or people. Psychiatrists together with social workers and teachers, determine the eligibility of maladjusted and autistic children for special programs. Children with learning disabilities are assessed by psychoeducational diagnosticians, who through educational and psychological diagnostic tests determine the child's potential for learning and his level of achievement.

### *The education of gifted or mentally retarded children*

For the gifted and the mentally retarded, the primary criterion of identification is an intelligence test. If the child is high (for the gifted, generally above 125 IQ) or low (for the mentally retarded, below 75), he is considered for the special program. The determination is made by psychologists who in most cases must certify the child for eligibility for special programs.

### *The education of physically handicapped children*

For children with sensory handicaps the evaluation of the problem is made by medical personnel. Speech therapists make a diagnosis for those with speech defects. Children with motor handicaps are sent to special programs upon the results of orthopedic or neurological examination by doctors, with supplementary psychological and educational diagnosticians.



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1. What is special education?
2. Who is special education aimed at?
3. What children belong to the group with maladaptive behavior?
4. How are gifted or mentally retarded children identified?
5. How is education for physically handicapped children organized?

## THE APPLICATION OF PSYCHOLOGY TO EDUCATIONAL PROBLEMS

Generally speaking, psychology is the study of the mind and how it works. The main issues studied by psychologists include learning, cognition, intelligence, motivation, emotion, personality, and the extent to which individual differences are shaped by genetics or environment. The methods used in psychological research include observation, interviews, psychological testing, laboratory experimentation, and statistical analysis. The fields of psychology which are closely connected with education include child psychology, educational psychology, and school psychology.

Child psychology is the study of the psychological processes of children, specifically, how these processes differ from those of adults, how they develop from birth to the end of adolescence, and how and why they differ from one child to the next. The data of child psychology are gathered from a variety of sources. The principal topics of child psychology include language acquisition and development, personality development, and emotional and intellectual growth.

Educational psychology is a branch of psychology concerned with the psychological problems associated with teaching and learning. The optimization of teaching and learning is the main purpose of educational psychology. The educational psychologist studies the cognitive development of students as it affects learning and behaviour, their ability to take part in the creative process, the way in which students and teachers behave towards each other and affect each other, and the application of psychology to the art



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of teaching. Educational psychology provides teachers with methods to measure and test students' intelligence and their ability to learn.

School psychologists deal largely with psychological testing and student consultation in elementary and secondary schools. Psychological testing is the systematic use of tests to quantify psychophysical behaviour, abilities, and problems and to make predictions about psychological performance.

1. What do the main issues studied by psychologists include?
2. Which methods are included in psychological research?
3. What does child psychology study?
4. What is educational psychology?
5. What do school psychologists deal with?

## OUTSTANDING EDUCATOR

Maria Tecla Artemisia Montessori was an Italian physician and educator best known for the philosophy of education that bears her name, and her writing on scientific pedagogy. At an early age, Montessori broke gender barriers and expectations when she enrolled in classes at an all-boys technical school, with hopes of becoming an engineer. She soon had a change of heart and began medical school at the University of Rome. After graduating from the University of Rome in 1896, Montessori continued with her research at the University's psychiatric clinic, and in 1897 she was accepted as a voluntary assistant there. As part of her work, she visited asylums in Rome where she observed children with mental disabilities, observations which were fundamental to her future educational work. She also read and studied the works of 19th-century physicians and educators Jean Marc Gaspard Itard and Edouard Seguin, who greatly influenced her work. Maria was intrigued by Itard's ideas and created a far more specific and organized system for applying them to the everyday education of children with disabilities.



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In 1906 Montessori was invited to oversee the care and education of a group of children of working parents in a new apartment building for low-income families in the San Lorenzo district in Rome. Montessori was interested in applying her work and methods to mentally normal children, and she accepted. The name *Casa dei Bambini*, or Children's House, was suggested to Montessori, and the first *Casa* opened on January 6, 1907, enrolling 50 or 60 children between the ages of two or three and six or seven.

At first, the classroom was equipped with a teacher's table and blackboard, a stove, small chairs, armchairs, and group tables for the children, and a locked cabinet for the materials that Montessori had developed at the Orthophrenic School. Activities for the children included personal care such as dressing and undressing, care of the environment such as dusting and sweeping, and caring for the garden. The children were also shown the use of the materials Montessori had developed. Montessori did not teach the children directly. Day-to-day teaching and care were provided, under Montessori's guidance, by the building porter's daughter.

Given free choice of activity, the children showed more interest in practical activities and Montessori's materials than in toys provided for them, and were surprisingly unmotivated by sweets and other rewards. Over time, she saw a spontaneous self-discipline emerge. Montessori replaced the heavy furniture with child-sized tables and chairs light enough for the children to move, and placed child-sized materials on low, accessible shelves. She expanded the range of practical activities such as sweeping and personal care to include a wide variety of exercises for care of the environment and the self, including flower arranging, hand washing, gymnastics, care of pets, and cooking. She also included large open air sections in the classroom encouraging children to come and go as they please in the room's different areas and lessons. In her book she outlines a typical winter's day of lessons, starting at 09:00 am and finishing at 04:00 pm

Her educational method is still in use today in many public and private schools throughout the world.



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1. What were the results of Montessori's visiting of asylums in Rome?
2. Who influenced Montessori's pedagogical views?
3. How was the classroom of Children's House equipped?
4. What did the activities for the children include?
5. Why did the children show more interest in practical activities?
6. What were the main features of Montessori pedagogical approach?

## MY FUTURE PROFESSION

As for me, the most important criterion is job-satisfaction, and that's why I have chosen the profession of a teacher. Teaching is a very specific and responsible occupation. Not everyone has enough courage to accept this responsibility. I believe teaching to be a very valuable and challenging profession that requires complete dedication, love of the subject and lots of enthusiasm. However, there are also disadvantages that apply to the teaching profession. It is sometimes regarded as low-status and underpaid work. Luckily my main interest is not money but the belief that education is very important for the success and progress of our society.

The success of educating and upbringing of children depends on the personality of the teacher, his professional skills, moral principles, erudition and cultural background. This noble profession demands from a teacher constant creativity, understanding of children and love for them.

The teacher must be a model of competence, so he is a person who is learning as well as teaching all his life. Most jobs can be done within the usual office hours, but teacher's work is never done and evenings are mostly spent marking exercise-books and preparing for the next lesson. It is also a stressful job because you have to encourage your pupils and keep them interested in the subject you teach.

A good teacher treats his pupils with respect and values them as individuals. He understands that each child is unique and has special talents and capabilities. That's



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why he educates each pupil with special attention to his or her interests and encourages each one to make his best in life. He helps children to develop their critical and creative thinking, to form their views and characters, their attitudes to life and to other people. He teaches them to work independently and cooperatively, to be helpful and useful.

A good teacher will do his best to bring up honest and considerate, patient and tactful, self-confident, objectively-minded and self-disciplined people, able to meet many challenges of adult life in a rapidly changing world.

Preschool education is the provision of education for children before the commencement of statutory education, usually between the ages of three and five, dependent on the jurisdiction. Preschool is also known as nursery school, day care or kindergarten. Preschool work is organized within a framework that professional educators create. The framework includes structural (administration, class size, teacher-child ratio), process (quality of classroom environments, teacher-child interactions), and alignment (standards, curriculum, assessments) components that are associated with each individual unique child that has both social and academic outcomes. The area of development which preschool education covers varies from country to country. However the following main themes are represented in the majority of systems: 1) personal, social and emotional development, 2) communication, including talking and listening, 3) knowledge and understanding of the world, 4) creative and aesthetic development, 5) physical development, 6) mathematical awareness and development. Allowing preschool aged children to discover and explore freely within each of these areas of development is the foundation for developmental learning.



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## ADDITIONAL MATERIAL

### HOME READING

#### INSTRUCTION

Instruction is the facilitation of another's learning. Instructors in primary and secondary institutions are often called teachers, and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution; and they primarily teach only their specific discipline. Studies from the United States suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. With the passing of NCLB in the United States (No Child Left Behind), teachers must be highly qualified. A popular way to gauge teaching performance is to use student evaluations of teachers (SETS), but these evaluations have been criticized for being counterproductive to learning and inaccurate due to student bias.

College basketball coach John Wooden the Wizard of Westwood would teach through quick "This not That" technique. He would show (a) the correct way to perform an action, (b) the incorrect way the player performed it, and again (c) the correct way to perform an action. This helped him to be a responsive teacher and fix errors on the fly. Also, less communication from him meant more time that the player could practice.

#### Economics of education

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It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth. Empirical analyses tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries.



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However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "human capital". Recent study of the determinants of aggregate economic growth has stressed the importance of fundamental economic institutions and the role of cognitive skills.

At the level of the individual, there is a large literature, generally related to the work of Jacob Mincer, on how earnings are related to the schooling and other human capital. This work has motivated a large number of studies, but is also controversial. The chief controversies revolve around how to interpret the impact of schooling. Some students who have indicated a high potential for learning, by testing with a high intelligence quotient, may not achieve their full academic potential, due to financial difficulties.

Economists Samuel Bowles and Herbert Gintis argued in 1976 that there was a fundamental conflict in American schooling between the egalitarian goal of democratic participation and the inequalities implied by the continued profitability of capitalist production.

### The future of education

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Many countries are now drastically changing the way they educate their citizens. The world is changing at an ever quickening rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly. The emphasis is therefore shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible. Finnish schools have even begun to move away from the regular subject-focused curricula, introducing instead developments like phenomenon-based learning, where students study concepts like climate change instead. There are also active educational interventions to implement programs and paths specific to non-traditional students, such as first generation students.

Education is also becoming a commodity no longer reserved for children. Adults need it too. Some governmental bodies, like the Finnish Innovation Fund Sitra in Finland, have even proposed compulsory lifelong education.



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## ERIKSON'S DEVELOPMENTAL THEORY

Erik Erikson has made a large contribution to psychology with his developmental theory. He believed human development occurred in stages. Erikson developed eight psychological stages. The stages are Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Role Confusion, Intimacy vs. Isolation, Generativity vs. Stagnation, and Integrity vs. Despair. In the first stage he felt that an infant who gets fed when he is hungry and comforted when he needs comforting will develop trust. He also said that some mistrust is necessary to learn to trust. The second stage, Autonomy vs. Shame and Doubt, occurs between ages two and three. During this period it is important that the parents create a supportive atmosphere in which the child can develop a sense of self-control without a loss of self-esteem. Erikson said the child encounters rules, such as which areas of the house he is allowed to explore. The third stage, Initiative vs. Guilt, occurs between ages four and five. This is the stage in which the child must find out what kind of person he/she is going to be. The child develops a sense of responsibility. Erikson's fourth stage, Industry vs. Inferiority, occurs between six years and puberty. This is the period in which the child wants to enter the larger world of knowledge and work. One of the great events of this time is the child's entry into school. This is where he is exposed to the technology of his society, books, multiplication tables, arts and crafts, maps, microscopes, films and tape recorders.

The learning process does not only occur in the classroom but also at home, friend's houses, and on the street. During this period the identity concern reaches climax. According to Erikson this is the time when adolescents seek their true selves.

Erikson's sixth stage, Intimacy vs. Isolation, occurs during young adulthood. Intimacy with other people is possible only if a reasonably well integrated identity emerges from stage five. The main concern of Erikson's seventh stage, Generativity vs. Stagnation, is to assist the younger generation in developing and leading useful lives. When the individual feels that he has done nothing to help the next generation then they experience integrity. If the previous stages have not developed in a positive way then they will feel despair.



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Erik Erikson's theories have provided a helpful framework for understanding children socio-emotional development. He defined the stages of growth from infancy to old age. At each stage people confront particular socio-emotional circumstances that must be addressed. How these situations are handled determines how a person's character and personality develop.

At the first stage of development children learn to either trust or mistrust their environment. Infants who receive love and care will learn to trust their environment. They trust they will be fed when they are hungry, changed when they are wet, and comforted when they are upset.

During the early childhood years, children deal with three stages of the eight socio-emotional growth stages. They learn to trust others outside of their families (teachers, care givers). They learn to gain independence and self-control. In addition, they learn to take initiative and assert themselves in socially acceptable ways.



## 5 CHARACTERISTICS OF A GREAT PRESCHOOL TEACHER

While studying hard can prepare you to be a good teacher, there are several inherent characteristics that make you a great preschool teacher. For example, you can learn how to effectively teach preschool curriculum and create a welcoming classroom, but showing enthusiasm for your students' education needs to come from the heart.

Here are five important characteristics to be an awesome preschool teacher:

### 1. Passion

If you have a burning desire to make a real difference in the lives of young children, you have one of the most important qualities of a great preschool teacher. There will be many days when teaching feels extra difficult. Whether the pay seems too low or the parents act ungrateful, getting through the low points of teaching can be overwhelming. However, when you have a true passion for educating young children, your positive drive will sustain you through the hard times.

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## 2. Patience

Along with an undying passion for teaching, great preschool educators need plenty of patience. Every class has students with different developmental skills. Especially with young children, constant reminders about manners, hygiene and classroom procedures are part of a typical school day. From slow learners to behavioral challenges, it takes patience to keep the classroom environment balanced and in order. On top of that, working with demanding administrators, difficult parents or other teachers requires additional patience outside the classroom. Great preschool teachers understand how to keep their cool under many different kinds of pressure.

## 3. Creativity

Creativity in the classroom is more than making fun art projects for your students. For instance, you may be asked to teach with limited resources or in a restricted environment. Your class may also require creativity on your part to teach children from different cultures or backgrounds. You may also need to draw from your creative side to take risks and make decisions outside the norm in the best interest of your students. Of course, creativity is essential to make learning fun and exciting for your preschool class.

## 4. Flexibility

You can everything planned out for each lesson, but great preschool teachers know that unexpected turns can happen at any time. When you remain flexible to deal with change, you can handle almost anything. This could include something as simple as having an alternative plan for rainy days or more drastic like adjusting your entire curriculum to accommodate for a reduced budget. Even the very nature of teaching young children requires constant fine tuning and dealing with minor issues. By staying flexible, you can tackle every kind of educational challenge with poise and grace.

## 5. Dedication

Great preschool teachers are dedicated to their students and their career. When you are determined to stand up for your beliefs on behalf of your educational values or your students' needs, you will gain respect from your colleagues, parents and students.



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Moreover, excellent educators are dedicated to the love of learning and inspire their students to learn more. At the preschool level, making the classroom a place where learning is fun can resonate with children for the rest of their lives. Most of all, truly successful teachers are dedicated to bring out the best in their students.

## TEACHING PROCESS

The learning process is a complex system, including the learning activity of both the teacher and the child, and based on real or supposed patterns that become pedagogical principles of learning.

The principles of teaching in pedagogy can be divided on general didactic and methodical. General pedagogical principles of teaching in pedagogy are principles that are proclaimed as general didactics and are mandatory in the study of any subject.

Methodological principles are divided into general and private methods of teaching in pedagogy. Common principles include such principles as: a differentiated approach, the use of various exercises, methods of teaching, the identification of specific landmarks (demonstration, explanation, and reinforcement), motivation and an integrated approach to motivation. Private methods of teaching include such principles as the principle of oral anticipation, parallel learning, communicative orientation, the principle of the oral basis.

Didactic principles of teaching in pedagogy include the principle of scientific, systematic and consistent, clear, conscious and active, accessible and feasible, the principle of taking into account age features and the principle of strength of children's knowledge, skills and habits.

The principle of scientific character lies in the formation of children in the system of scientific knowledge, in the analysis of educational material, the identification in it of important, significant ideas, in identifying possible intersubject connections, in using reliable scientific facts and knowledge, and in using accepted scientific terms.



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A great role in the implementation of the scientific principle is played by technical means of teaching, video recordings, training films, film programs and so on.

The principle of systematics assumes that knowledge and skills will be inextricably linked and form an integral system, that is, the learning material will be learned at three levels: the level of reflection, understanding and assimilation. At the first level, the child should have a general idea of the subject, on the second level he must master theoretical knowledge about the subject, and on the third level - practical skills that are achieved as a result of exercises and training.

The essence of the principle of accessibility is to reflect principles of continuity, gradualness and consistency of training. That is, you first need to identify previously formed knowledge, skills, and only then gradually give new ones, without forcing this process and not skipping certain stages. When organizing the training, it is necessary to choose methods, means and forms of training that correspond to the level of mental, psychological and physical development of the child.

The principle of visibility involves not just an illustration of the studied subject or phenomenon, but the use of a whole set of tools, techniques and methods that ensure the formation of a clearer perception of the knowledge communicated. A large role in using the visual method belongs to verbal comments.

For example, when teaching some motor actions do not just show this or that exercise, but must comment on it, getting the child to realize each phase of the movement. The child should not only form his motor idea of the action being studied, but feel all the features of the performance of this action.

The principle of consciousness and activity is based on the formation of motivation among children, the internal need for the study of a particular material, and systematic incitement to the material under study. If the child does not want to study this or that material, then there will be no benefit from the lessons. In order for knowledge and skills to become the internal property of the child, it is necessary to include them in the system of beliefs and views of the children. It is also necessary to ensure the constant connection of the training material with practical activities.



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The principles of education and upbringing should take into account age and individual characteristics. However, in each group of children, there are often some individual differences that manifest themselves in the peculiarities of the development of any mental processes, in the difference in the level of development of abilities, and in the direction of interests and needs.

The individual characteristics of boys also differ from girls. All pedagogical principles of education must take into account these really existing differences. In no case can you expect that there is any completely universal recipe that is suitable for all cases.

## MONTESSORI EDUCATION

Montessori's theory and philosophy of education were initially heavily influenced by the work of Jean Marc Gaspard Itard, Edouard Seguin, Friedrich Frobel, and Johann Heinrich Pestalozzi, all of whom emphasized sensory exploration and manipulatives. Montessori's first work with mentally disabled children, at the Orthophrenic School in 1900–1901, used the methods of Itard and Seguin, training children in physical activities such as walking and the use of a spoon, training their senses by exposure to sights, smells, and tactile experiences, and introducing letters in tactile form. These activities developed into the Montessori "Sensorial" materials.<sup>[94]</sup>

Montessori considered her work in the Orthophrenic School and her subsequent psychological studies and research work in elementary schools as "scientific pedagogy a concept current in the study of education at the time. She called for not just observation and measurement of students, but for the development of new methods which would transform them. "Scientific education, therefore, was that which, while based on science, modified and improved the individual." Further, education itself should be transformed by science: "The new methods if they were run on scientific lines, ought to change completely both the school and its methods, ought to give rise to a new form of education."



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Working with non-disabled children in the *Casa dei Bambini* in 1907, Montessori began to develop her own pedagogy. The essential elements of her educational theory emerged from this work, described in *The Montessori Method* in 1912 and in *The Discovery of the Child* in 1948. Her method was founded on the observation of children at liberty to act freely in an environment prepared to meet their needs. Montessori came to the conclusion that the children's spontaneous activity in this environment revealed an internal program of development, and that the appropriate role of the educator was to remove obstacles to this natural development and provide opportunities for it to proceed and flourish.

Accordingly, the schoolroom was equipped with child-sized furnishings, "practical life" activities such as sweeping and washing tables, and teaching material that Montessori had developed herself. Children were given freedom to choose and carry out their own activities, at their own paces and following their own inclinations. In these conditions, Montessori made a number of observations which became the foundation of her work. First, she observed great concentration in the children and spontaneous repetition of chosen activities. She also observed a strong tendency in the children to order their own environment, straightening tables and shelves and ordering materials. As children chose some activities over others, Montessori refined the materials she offered to them. Over time, the children began to exhibit what she called "spontaneous discipline".

Montessori continued to develop her pedagogy and her model of human development as she expanded her work and extended it to older children. She saw human behavior as guided by universal, innate characteristics in human psychology which her son and collaborator Mario Montessori identified as "human tendencies" in 1957. In addition, she observed four distinct periods, or "planes in human development, extending from birth to six years, from six to twelve, from twelve to eighteen, and from eighteen to twenty-four. She saw different characteristics, learning modes, and developmental imperatives active in each of these planes, and called for educational approaches specific to each period. Over the course of her lifetime, Montessori developed pedagogical methods and materials for



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the first two planes, from birth to age twelve, and wrote and lectured about the third and fourth planes. Maria created over 4,000 Montessori classrooms across the world and her books were translated into many different languages for the training of new educators. Her methods are installed in hundreds of public and private schools across the United States.

## КАК НАПИСАТЬ АННОТАЦИЮ

*Аннотация (от лат. *annotatio* – замечание) – краткая характеристика содержания произведения печати или рукописи.*

Она представляет собой предельно сжатую описательную характеристику первоисточника. В ней в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания. Аннотация дает ответ на вопрос, о чем говорится в первичном источнике информации. Работа начинается с того, что после знакомства с общим содержанием Вам необходимо ещё раз внимательно прочитать текст для того, чтобы найти ключевые фрагменты. Текст аннотации должен начинаться фразой, в которой сформулирована главная тема статьи. Одним из проверенных вариантов аннотации является краткое повторение в ней структуры статьи, включающей введение, цели и задачи, методы, результаты, заключение.

При выписывании ключевых фрагментов необходимо учитывать следующие моменты: а) выписываются или подчёркиваются, как правило, не целые высказывания, а их части, отдельные словосочетания; б) формы, в которых выписываются фрагменты, могут не совпадать с вариантами в оригинале. Так, именное словосочетание может быть записано в ином падеже, причастный оборот трансформируется в инфинитив, порядок следования фрагментов произволен и может не совпадать с изначальным текстом.

В тексте аннотации следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных



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грамматических конструкций. Он должен быть лаконичен и четок, без лишних вводных слов, общих формулировок.

Приступая к написанию аннотации, старайтесь придерживаться следующего алгоритма:

1) Ознакомьтесь с аннотируемым текстом. Просмотрите дополнительные источники по теме (статьи, книги). Это позволит вам самим сориентироваться в уникальности и отличительных особенностях текста.

2) Определите смысловые блоки и элементы текста. Выделите основные мысли, выводы автора. Сформулируйте основные мысли кратко, своими словами передайте суть поставленной проблемы, вопроса. Используйте констатирующие глаголы (доказывает, анализирует) или пассивные конструкции (в статье обосновывается, излагается и т.п.).

3) Проанализируйте убедительность доводов автора, используемые приемы для решения проблем, и оцените их. Можете использовать оценочные словосочетания: «автор уделяет особое внимание», «тщательно разбирает», «художественно описывает».

4) Сформулируйте аннотацию в двух логических частях. В первой опишите затрагиваемую автором текста тему, во второй – основные положения текста. Оцените приложенные автором усилия, значимость и отличительные особенности текста. Используйте сформулированные ранее оценки. При этом сохраняйте нейтральность изложения.

Задача составления краткого изложения содержания оригинала значительно облегчается, если Вы располагаете примерным списком языковых клише. Среди всего многообразия клише можно выделить следующие:



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## ANNOTATION PLAN

### 1. The title of the article.

The article is headlined...

The headline of the article I have read is...

As the title implies the article describes ...

### 2. The author of the article, where and when the article was published.

The author of the article is...

The author's name is ...

The article is written by...

It was published in ... (*on the Internet*).

### 3. The main idea of the article.

The main idea of the article is...

The article is about...

The article is devoted to...

The article deals (is concerned) with...

The article touches upon the issue of...

The purpose of the article is to give the reader some information on...

The aim of the article is to provide the reader with some material on...

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**4. The contents of the article.**  
**Some facts, names, figures.**

The author starts by telling (the reader) that...

The author (of the article) writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... / draws reader's attention to...

Much attention is given to...

According to the article...

The article goes on to say that...

It is reported (shown, stressed) that ...

From what the author says it becomes clear that...

The article gives a detailed analysis of...

Further the author reports (writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... / draws reader's attention to...

In conclusion the author writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... / draws reader's attention to...

The author comes to the conclusion that...

The following conclusions are drawn: ...



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## 5. Your opinion.

I found the article (rather) interesting (important, useful) as / because...

I think / In my opinion the article is (rather) interesting (important, useful) as / because...



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## TEXTS FOR ANNOTATION

### EDUCATIONAL PSYCHOLOGY

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as gifted children and those with specific disabilities.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology, in turn, informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

### PHILOSOPHY

As an academic field, philosophy of education is "the philosophical study of education and its problems (...) its central subject matter is education, and its methods are those of philosophy". "The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be metadisciplinary in the sense



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of being concerned with the concepts, aims, and methods of the discipline."As such, it is both part of the field of education and a field of applied philosophy, drawing from fields of metaphysics, epistemology, axiology and the philosophical approaches (speculative, prescriptive or analytic) to address questions in and about pedagogy, education policy, and curriculum, as well as the process of learning, to name a few. For example, it might study what constitutes upbringing and education, the values and norms revealed through upbringing and educational practices, the limits and legitimization of education as an academic discipline, and the relation between education theory and practice.

## PURPOSE OF EDUCATION

There is no broad consensus as to what education's chief aim or aims are or should be. Different places, and at different times, have used educational systems for different purposes. The Prussian education system in the 19th century, for example, wanted to turn boys and girls into adults who would serve the state's political goals.

Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.

The purpose of education in a given time and place affects who is taught, what is taught, and how the education system behaves. For example, in the 21st century, many countries treat education as a positional good. In this competitive approach, people want their own students to get a better education than other students. This approach can lead to unfair treatment of some students, especially those from disadvantaged or marginalized groups. For example, in this system, a city's school system may draw school district boundaries so that nearly all the students in one school are from low-income families, and that nearly all the students in the neighboring schools come from more affluent families, even though concentrating low-income students in one school results in worse educational achievement for the entire school system.



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## CURRICULUM

In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, curriculum stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university – or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include the natural sciences, mathematics, computer science, social sciences, humanities and applied sciences.

Educational institutions may incorporate fine arts as part of K-12 grade curricula or within majors at colleges and universities as electives. The various types of fine arts are music, dance, and theatre. The Sudbury Valley School offers a model of education without a curricula.



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## Практический раздел

### UNIT 1. THE DEVELOPMENT OF EDUCATION

#### *I. Enrich your vocabulary*

apprenticeship, *n.* – профессиональное обучение

deemed, *adj.* – считающийся

cradle, *n.* – истоки

in vain, *adv.* – безуспешно, напрасно

mandatory, *adj.* – обязательный

underscore, *v.* – делать упор

forebear, *n.* – предшественник

#### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |               |   |
|---------------|---|
| 1) skill      | a) characteristic of or devoted to the temporal world as opposed to the spiritual world                     |
| 2) research   | b) a person from whom you are descended   |
| 3) successor  | c) to stress, single out as important   |
| 4) reinforce  | d) attempt to find out in a systematically and scientific manner  |
| 5) underscore | e) possession of the qualities (especially mental qualities) required to do something or get something done |
| 6) forebear   | f) thing or person that immediately replaces something or someone   |
| 7) secular    | g) strengthen and support with rewards  |



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Закреть

**III. Match the words with the ones with the similar meanings.**

- |                  |                  |
|------------------|------------------|
| 1) skill         | a) forefather    |
| 2) research      | b) to strengthen |
| 3) successor     | c) to underline  |
| 4) to reinforce  | d) non-religious |
| 5) to underscore | e) examination   |
| 6) forebear      | f) ability       |
| 7) secular       | g) inheritor     |

**IV. Match the words with the ones with the opposite meanings.**

- |               |                  |
|---------------|------------------|
| 1) belief     | a) uncommonly    |
| 2) frequently | b) disappearance |
| 3) commonly   | c) modern        |
| 4) literacy   | d) rarely        |
| 5) ancient    | e) unbelief      |
| 6) emergence  | f) religious     |
| 7) secular    | g) illiteracy    |

**READING**

**I. Read the text and pick out information a) of primary importance and b) new to you.**

Education is the process of facilitating learning, or the acquisition of knowledge, **skills**, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators and also learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.



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Formal education is commonly divided into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom.

Plato founded the Academy in Athens, the first institution of higher learning in Europe. The city of Alexandria in Egypt, established in 330 BC, became the successor to Athens as the intellectual cradle of Ancient Greece. There, the great Library of Alexandria was built in the 3rd century BC. European civilizations suffered a collapse of literacy and organization following the fall of Rome in AD 476.

In China, Confucius (551–479 BCE), of the State of Lu, was the country's most influential ancient philosopher, whose educational outlook continues to influence the societies of China and neighbours like Korea, Japan, and Vietnam. Confucius gathered disciples and searched in vain for a ruler who would adopt his ideals for good governance, but his Analects were written down by followers and have continued to influence education in East Asia into the modern era.

The Aztecs also had a well-developed theory about education, which has an equivalent word in Nahuatl called *tlacahuapahualiztli*. It means "the art of raising or educating a person" or "the art of strengthening or bringing up men." This was a broad conceptualization of education, which prescribed that it begins at home, supported by formal schooling, and reinforced by community living. Historians cite that formal education was mandatory for everyone regardless of social class and gender. There was also the word *neixtlamachiliztli*, which is "the act of giving wisdom to the face." These concepts underscore a complex set of educational practices, which was oriented towards communicating to the next generation the experience and intellectual heritage of the past for the purpose of individual development and his integration into the community.



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After the Fall of Rome, the Catholic Church became the sole preserver of literate scholarship in Western Europe. The church established cathedral schools in the Early Middle Ages as centres of advanced education. Some of these establishments ultimately evolved into medieval universities and forebears of many of Europe's modern universities. During the High Middle Ages, Chartres Cathedral operated the famous and influential Chartres Cathedral School. The medieval universities of Western Christendom were well-integrated across all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers, including Thomas Aquinas of the University of Naples, Robert Grosseteste of the University of Oxford, an early expositor of a systematic method of scientific experimentation, and Saint Albert the Great, a pioneer of biological field research. Founded in 1088, the University of Bologne is considered the first, and the oldest continually operating university.

The Renaissance in Europe ushered in a new age of scientific and intellectual inquiry and appreciation of ancient Greek and Roman civilizations. Around 1450, Johannes Gutenberg developed a printing press, which allowed works of literature to spread more quickly. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilizations – as with the Jesuit China missions who played a significant role in the transmission of knowledge, science, and culture between China and Europe, translating works from Europe like Euclid's Elements for Chinese scholars and the thoughts of Confucius for European audiences. The Enlightenment saw the emergence of a more secular educational outlook in Europe.



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## II. Match the beginning and the end of the sentences.

- |   |   |
|---|---|
| 1) Education is the process of facilitating learning,                         | a) preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.                                     |
| 2) Education can take place in formal or informal settings and any experience | b) became the successor to Athens as the intellectual cradle of Ancient Greece.   |
| 3) Formal education is commonly divided into such stages as                   | c) medieval universities and forebears of many of Europe's modern universities.   |
| 4) The city of Alexandria in Egypt, established in 330 BC,                    | d) philosophy, religion, arts and sciences spread out across the globe.   |
| 5) Some of the establishments ultimately evolved into                         | e) or the acquisition of knowledge, skills, values, beliefs, and habits.  |
| 6) The European Age of Empires saw European ideas of education in             | f) the emergence of a more secular educational outlook in Europe.   |
| 7) The Enlightenment saw  | g) that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. |

## III. Answer the following questions.

1. What methods does education include?
2. What are the main divisions of formal education?



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3. When and how did education begin?
4. Where was the first institution of higher learning in Europe founded?
5. What did the education theory of the Aztecs mean?
6. How did education develop in Western Europe?
7. The Enlightenment saw the emergence of a more secular educational outlook in Europe, didn't it?

*IV. Summarize the main ideas of the text.*

**VOCABULARY FOCUS**

*I. Insert the missing word.*

**discussion**

**prehistory**

**generation**

**primary**

**successor**

**facilitating**

**intellectual**

1. Education is the process of ... learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

2. Educational methods include storytelling, ... , teaching, training, and directed research.

3. Formal education is commonly divided into such stages as preschool or kindergarten, ... school, secondary school and then college, university, or apprenticeship.

4. Education began in ... , as adults trained the young in the knowledge and skills deemed necessary in their society.

5. Story-telling passed knowledge, values, and skills from one ... to the next.

6. The city of Alexandria in Egypt, established in 330 BC, became the ... to Athens as the intellectual cradle of Ancient Greece.

7. The Renaissance in Europe ushered in a new age of scientific and ... inquiry and appreciation of ancient Greek and Roman civilizations.



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#### *IV. Insert the missing preposition.*

1. Formal education is commonly divided . . . such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.
2. Education began . . . prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society.
3. The city of Alexandria in Egypt, established in 330 BC, became the successor . . . Athens as the intellectual cradle of Ancient Greece.
4. Confucius gathered disciples and searched in vain . . . a ruler who would adopt his ideals for good governance.
5. The Aztecs also had a well-developed theory . . . education, which has an equivalent word in Nahuatl called tlacahuapahualiztli.
6. The medieval universities of Western Christendom were well-integrated . . . all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers.
7. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread . . . across the globe.

#### **ADDITIONAL PRACTICE**

*I. Skim the text to find out the aims and the forms of formal education. Outline the main principles of its division.*

#### **FORMAL EDUCATION**

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum,



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organizational models, design of the physical learning spaces (e.g. classrooms), student-teacher interactions, methods of assessment, class size, and educational activities.

---

Preschools provide education from ages approximately three to seven, depending on the country when children enter primary education. These are also known as nursery schools and as kindergarten, except in the US, where kindergarten is a term often used to describe the earliest levels of primary education. Kindergarten «provides[s] a child-centred, preschool curriculum for three- to seven-year-old children that aim[s] at unfolding the child's physical, intellectual, and moral nature with balanced emphasis on each of them."

Primary (or elementary) education consists of the first five to seven years of formal, structured education. In general, primary education consists of six to eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of children aged six to twelve are enrolled in primary education and this proportion is rising. Under the Education For All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as *primary schools or elementary schools*. Primary schools are often subdivided into infant schools and junior school.

In India, for example, compulsory education spans over twelve years, with eight years of elementary education, five years of primary schooling and three years of upper primary schooling. Various states in the republic of India provide 12 years of compulsory school education based on a national curriculum framework designed by the National Council of Educational Research and Training.



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*II. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

## EDUCATIONAL PSYCHOLOGY

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as gifted children and those with specific disabilities.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology, in turn, informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.



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## UNIT 2. WHAT IS PRESCHOOL EDUCATION

### *I. Enrich your vocabulary*

toddler, *n.* – ребёнок (1-4 года)

holistically, *adv.* – в целом, принимая во внимание все элементы

cognitive, *adj.* – познавательный, когнитивный

denote *v.* – обозначать

upbringing, *n.* – воспитание

proliferation, *n.* – быстрое распространение

caregiver, *n.* – воспитатель

### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |                  |   |
|------------------|---|
| 1) toddler       | a) something which exists apart from other things, having its own independent existence |
| 2) cognitive     | b) ideas or actions intended to deal with a problem or situation                        |
| 3) holistic      | c) a young child, esp. one who is learning or has recently learned to walk              |
| 4) entity        | d) connected with thinking or conscious mental processes                                |
| 5) approach      | e) a person who is responsible for attending to the needs of a child or dependent adult |
| 6) proliferation | f) emphasizing the organic or functional relation between parts and the whole           |
| 7) caregiver     | g) growth by the rapid multiplication of parts  |



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*III. Match the words with the ones with the similar meanings.*

- |                  |                   |
|------------------|-------------------|
| 1) to focus      | a) legal          |
| 2) infancy       | b) surroundings   |
| 3) establishment | c) aid, attention |
| 4) statutory     | d) babyhood       |
| 5) environment   | e) critical       |
| 6) care          | f) institution    |
| 7) vital         | g) to concentrate |

*IV. Match the words with the ones with the opposite meanings.*

- |                |                  |
|----------------|------------------|
| 1) holistic    | a) to exclude    |
| 2) structured  | b) to dissatisfy |
| 3) to include  | c) atomistic     |
| 4) advance     | d) secondary     |
| 5) primary     | e) devolution    |
| 6) to satisfy  | f) retreat       |
| 7) development | g) unstructured  |

## READING

*I. Read the text and pick out information a) of primary importance and b) new to you.*

**Preschool education** focuses on educating children from the ages of infancy until six years old. The first two years of life are spent in the creation of a child's first "sense of self". Infants and toddlers experience life more **holistically** than any other age group. Social, emotional, **cognitive**, language, and physical lessons are not learned separately by very young children. This term is sometimes used to denote education by someone than the parent. Preschool establishments constitute the first link in the system of education and upbringing. The system of preschool education varies widely, with



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different **approaches**, theories, and practices within different school jurisdictions. The term preschool education includes such programs as nursery school, day care, or kindergarten, which are occasionally used interchangeably, yet are distinct entities. Most preschool settings employ a less structured approach and learning through creative activities, such as music, art and dance. Preschool is responsible for providing education before the beginning of statutory education.

The proliferation of preschool education in the twentieth century can be connected to advances in developmental psychology, such as in the work of Jean Piaget which revealed the nature of psychological development that occurs in the early years of childhood, and from the educators such as Froebel who recognized that children need stimulation, particularly that provided by play and role playing, from a young age in order to develop their full potential, as well as from the needs of large numbers of working mothers to provide a good environment for their young children during working hours. Thus, preschool environments vary depending on whether their main focus is care of the children such as in a daycare program, which nonetheless acts as a socialization experience that extends beyond the family and prepares the children for school, and those which were specifically designed to provide early educational experiences for young children, such as the kindergarten.

While it can be argued that young children do not need these experiences as the family should be their primary learning environment, for many children a preschool environment offers experiences, educational, social, and other basic needs that unfortunately may not be satisfied in the home. Preschool education, thus, is a vital component of the development of many young people. Given the importance of the youth of any society for its future, investment in such programs, together with investment in the families who are the primary **caregivers** and first teachers of their children, can go a long way to support the development of good citizens for the future.



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## ***II. Match the beginning and the end of the sentences.***

- |   |   |
|---|---|
| 1) Preschool education focuses on educating children            | a) that occurs in the early years of childhood.   |
| 2) Social, emotional, cognitive, language, and physical lessons | b) before the beginning of statutory education.   |
| 3) The term preschool education includes such programs as       | c) of the development of many young people.   |
| 4) Preschool is responsible for providing education             | d) from the ages of infancy until six years old.  |
| 5) Jean Piaget revealed the nature of psychological development | e) nursery school, day care, or kindergarten, which are occasionally used interchangeably, yet are distinct entities. |
| 6) Preschool environments vary depending on                     | f) whether their main focus is care of the children such as in a daycare program.                                     |
| 7) Preschool education is a vital component                     | g) are not learned separately by very young children.   |

## ***III. Answer the following questions.***

1. What children's age does preschool education focus on?
2. What place do preschool establishments occupy in the system of education?
3. What programs does the term preschool education include?
4. What is Jean Piaget famous for?
5. According to Froebel why do children need stimulation?
6. What does preschool environment offer to children?
7. Families are the primary caregivers and first teachers of their children, aren't they?



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#### *IV. Summarize the main ideas of the text.*

### VOCABULARY FOCUS

#### *I. Insert the missing word.*

upbringing          developmental          self          kindergarten  
environments          infancy          stimulation

1. Preschool education focuses on educating children from the ages of ... until six years old.
2. The first two years of life are spent in the creation of a child's first "sense of ...".
3. Preschool establishments constitute the first link in the system of education and.
4. The term preschool education includes such programs as nursery school, day care, or. . . .
5. The proliferation of preschool education in the twentieth century can be connected to advances in psychology.
6. Froebel recognized that children need. . . , particularly that provided by play and role playing.
7. Preschool ... vary depending on whether their main focus is care of the children such as in a daycare program.

#### *II. Insert the missing preposition.*

1. Preschool education focuses ... educating children from the ages of infancy until six years old.
2. Social, emotional, cognitive, language, and physical lessons are not learned separately ... very young children.
3. Preschool establishments constitute the first link ... the system of education and upbringing.



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4. Most preschool settings employ a less structured approach and learning ... creative activities

5. Preschool is responsible for providing education ... the beginning of statutory education.

6. Preschool environments vary depending ... whether their main focus is care of the children such as in a daycare program.

7. For many children a preschool environment offers experiences, educational, social, and other basic needs that unfortunately may not be satisfied ... the home.

## ADDITIONAL PRACTICE

*I. Skim the text to find out the importance of play in the development of children. What skills can be fostered while playing? What activities do children involve in?*

In our fast paced and high tech society, children have fewer and fewer opportunities to use and develop their creativity. Children who are not given frequent opportunities to play may have a difficult time entertaining themselves as they simply do not know what to do without instruction. By providing opportunities for open ended play, children will automatically get their creative juices flowing, and the possibilities are endless.

Play provides children with the opportunity to actively explore, manipulate, and interact with their environment. It allows children to experiment with the world around them and the emotional world inside them. To many it might seem like mere entertainment, but during such activities progress takes place in skill building, problem solving, overcoming physical and mental challenges, and so forth. Playing with products made especially for the preschool children helps a child build self-confidence, encourages independent learning, and clears his concepts. For the development of their fine and large or gross motor movements, and for the growth of the child's eye-hand coordination, it is extremely important for him to 'play' with the natural things around him. It encourages



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children to investigate, create, discover, and motivate them to take risks and add to their understanding of the world. It challenges children to achieve new levels of understanding of events, people, and the environment by interacting with concrete materials. Hands-on activities create authentic experiences in which children begin to feel a sense of mastery over their world and a sense of belonging and understanding of what is going on in their environment.

For example dramatic play provides a few props such as dishes and play food, empty food boxes and a cash register or stuffed animals and a doctor's kit, and children will be transported into a different place.

*II. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

## **GROSS AND FINE MOTOR DEVELOPMENT**

Gross motor skills involve the large muscles of the legs and arms while fine motor development is building the muscles of the hands that will be used for writing. Play can provide many opportunities to work on strengthening these muscles without children even being aware of it!

*Stringing Beads and Lacing.* Giving children beads and plastic tipped laces provide a fun way to work on fine muscle control. Your child can create a beautiful necklace while strengthening the fine motor muscles. Lacing cards or child safe needles and burlap will also provide fun “sewing” projects for young children.

*Balls and Balance Beams.* Kicking balls and walking on balance beams can help children become more coordinated. Get outside and kick a ball around, create a goal area to make it a game. Anytime you see a narrow brick wall or wooden plank, give children some assisted practice at balancing.

Gather up the toys you have around and make it a point to provide ample time for play. Playing around with children is sure to provide many wonderful childhood memories and reap some great educational benefits as well.



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## UNIT 3. FROM THE HISTORY

### *I. Enrich your vocabulary*

charitable, *adj.* – благотворительный  
refuge, *n.* – зд. островок безопасности  
crucial, *adj.* – решающий  
drawback *n.* – недостаток  
rigid, *adj.* – строгий  
curriculum, *n.* – учебная программа

### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |             |   |
|-------------|---|
| 1) rural    | a) the financial gain (earned or unearned) accruing over a given period of time |
| 2) crucial  | b) arrange by systematic planning and united effort                             |
| 3) noted    | c) of or relating to the countryside as opposed to the city                     |
| 4) devise   | d) related on the mother's side   |
| 5) maternal | e) Narrate or give a detailed account of  |
| 6) recite   | f) widely known and esteemed  |
| 7) income   | g) of extreme importance; vital to the resolution of a crisis                   |

### *III. Match the words with the ones with the similar meanings.*

- |                   |             |
|-------------------|-------------|
| 1) crucial        | a) fixed    |
| 2) noted          | b) planned  |
| 3) to devise      | c) central  |
| 4) rigid          | d) poorness |
| 5) pre-determined | e) relevant |



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6) poverty

7) core

f) famous

g) to organize

**IV. Match the words with the ones with the opposite meanings.**

1) rural

2) separate

3) dissatisfied

4) maternal

5) formal

6) low income

7) secularly

a) informal

b) paternal

c) high income

d) urban

e) religiously

f) joint

g) satisfied

**READING**

***I. Read the text and pick out information a) of primary importance and b) new to you.***

The earliest institutions for educating very young children were charitable enterprises that were founded to care for the children of the rural and urban poor while their parents worked. In 1767, in what is now the Alsatian region of France, Johann Friedrich Oberlin organized an infant school called the *salle d'asile* ("hall of refuge") for the care and schooling of small children while their parents worked in the fields. The idea was soon caught on, and within a few years similar schools had been founded in a number of French and German cities. In 1833 the French government made these infant schools part of the national educational system.

In the nineteenth century, several European educators, including Robert Owen of Great Britain, Johann Heinrich Pestalozzi of Switzerland, Friedrich Froebel in Germany, and Maria Montessori of Italy began to develop educational systems designed for early childhood in the hope of actively helping children during one of the most crucial stages in human development. In 1816 the noted Scottish social reformer Robert Owen founded



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an “Institute for the Formation of Character” as part of his model community at New Lanark, Scotland. It took care of workers’ children at the cotton mills, from about 18 months to 10 years of age; and there were separate infant classes for 2- to 5-year-olds. The New Lanark experiment led to the opening of England’s first infant school in London in 1818 by James Buchanan, the man who had directed Owen’s institute.

In Italy, a Roman Catholic priest named Ferrante Aporti started an infant school at Cremona in 1829. He had been dissatisfied with the progress made by children in elementary schools. Therefore, in order to prepare them for later schooling, he devised an educational plan that combined intellectual, physical, and moral training for preschool children. The chief drawback of these early **maternal** schools was that they were largely copies of schools for older children. Young children were required to sit in rows in large classrooms, recite lessons, and spend hours doing reading, writing, and arithmetic.

The change in direction of schooling for the very young came with Friedrich Froebel, the German founder of the kindergarten. He believed that childhood was a special phase in life, during which the individual learned largely through play. He felt that young children should not be subjected to formal instruction, as were older children, but should learn through “self-activity” in play and imitation. They should also be allowed to rest during the day and not be forced into rigid classroom patterns of schooling. His curriculum focused on giving children the freedom to discover their abilities and personalities without forcing pre-determined self-images upon them, supporting the development of creativity, language, and social skills. Froebel’s kindergarten program was spread by a number of teachers he trained.

Elizabeth Peabody and Susan Blow developed English kindergarten curricula in the US, where the "kindergarten" became part of required elementary education beginning at age five. However, in 1965, the Head Start program was initiated as part of President Lyndon B. Johnson’s "War on Poverty." This program provided early pre-school education opportunities to children of low **income** families, providing health and nutritional services as well as learning opportunities.



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While the German idealism and Christian aspects that Froebel and other early preschool educators advocated were not as popular in secularly run educational systems, nonetheless the core principals were widely understood and beneficial to helping child development and a more educated public.

## *II. Match the beginning and the end of the sentences.*

- |  |  |
|--|--|
| 1) The earliest institutions for educating very young children were charitable enterprises | a) and personalities without forcing pre-determined self-images upon children.   |
| 2) Several European educators began to develop educational systems                         | b) came with Friedrich Froebel, the German founder of the kindergarten.  |
| 3) In order to prepare children for later schooling Ferrante Aporti                        | c) that were founded to care for the children of the rural and urban poor while their parents worked.                                |
| 4) The change in direction of schooling for the very young                                 | d) but should learn through “self-activity” in play and imitation.   |
| 5) Froebel felt that young children should not be subjected to formal instruction,         | e) And not be forced into rigid classroom patterns of schooling.   |
| 6) Children should also be allowed to rest during the day                                  | f) devised an educational plan that combined intellectual, physical, and moral training for preschool children.                      |
| 7) Froebel’s curriculum focused on giving children the freedom to discover their abilities | g) designed for early childhood in the hope of actively helping children during one of the most crucial stages in human development. |



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### *III. Answer the following questions.*

1. Why were the earliest institutions for very young children founded?
2. Who was the first educator to organize an infant school?
3. How did the education for young children develop in Scotland?
4. What kind of training for preschool children was devised by Ferrante Aporti? What was the drawback of his ideas?
5. The German educator Friedrich Froebel was the founder of the Kindergarten, wasn't he?
6. What did Froebel's curriculum focus on?
7. What did the Head Start program provide?

### *IV. Summarize the main ideas of the text.*

#### **VOCABULARY FOCUS**

##### *I. Insert the missing word.*

*crucial                  kindergarten                  infant                  play*  
*arithmetic                  charitable                  training*

1. The earliest institutions for educating very young children were ... enterprises that were founded to care for the children of the rural and urban poor.
2. Johann Friedrich Oberlin organized an ... school called the "hall of refuge" for the care and schooling of small children while their parents worked in the fields.
3. Several European educators began to develop educational systems designed for early childhood to help children during one of the most ... stages in human development.
4. Ferrante Aporti devised an educational plan that combined intellectual, physical, and moral ... for preschool children.
5. Young children in Aporti's school were required to sit in rows in large classrooms, recite lessons, and spend hours doing reading, writing, and ...



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6. The change in direction of schooling for the very young came with Friedrich Froebel, the German founder of the...

7. Froebel believed that childhood was a special phase in life, during which the individual learned largely through...

### ***III. Insert the missing preposition.***

1. The earliest institutions for educating very young children were founded to care ... the children of the rural and urban poor.

2. Johann Friedrich Oberlin's idea of an infant school was caught ..., and within a few years similar schools had been founded in a number of French and German cities.

3. In the nineteenth century education systems were developed ... the hope of actively helping children during one of the most crucial stages in human development.

4. Scottish social reformer Robert Owen founded an "Institute for the Formation of Character" as part of his model community ... New Lanark, Scotland.

5. Aporti was dissatisfied ... the progress made by children in elementary schools.

6. ... order to prepare them for later schooling, Aporti devised an educational plan that combined intellectual, physical, and moral training for preschool children.

7. Friedrich Froebel believed that childhood was a special phase in life, ... which the individual learned largely through play.

### **ADDITIONAL PRACTICE**

***I. Skim the text to find out the information about the educators and their contribution to the development of preschool education. What were their main ideas of children's upbringing?***

### **A BRIEF HISTORY OF THE KINDERGARTEN**

Across Europe, in Belgium the doctor of medicine, Ovide Decroly, was pioneering in the education of the very young, proceeding from the psychological study of abnormal or exceptional children. In 1907 he opened his Ecole de l'Ermitage (School of the



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Hermitage) near Brussels. Decroly's children worked in groups, and with real things drawn from everyday life. His educational system was based on three processes: observation, expression (oral, written, manual, or artistic), and association of space and time. He felt the universal needs of the child to be food, protection against danger, endurance for the frustrations of life, work, play, self-evaluation, and self-discipline.

Across the channel in Great Britain were two pioneers in the movement to improve the health and environment of the very young: Grace Owen and Margaret McMillan. Both saw the nursery school as a place for fostering health and physical development (prerequisites to any other kind of development) and as a place that should be an extension of the home. Owen wanted every housing development to have a nursery school, where children of various ages would constitute a group resembling a large family and where play would facilitate socialization. McMillan outlined a plan for a three-year course for training teachers for the nursery schools, maintaining that only trained personnel should work with children from three to six years of age. Training centres at Manchester (under Owen), at Deptford (under McMillan), and at London supplied nursery teachers for the entire British Commonwealth as well as for the early nursery schools in the United States.

The first decade of the 20th century saw the start of what might be called "collective" upbringing. The variety of collective preschool education is found in Russia, where creches and kindergartens were inaugurated about 1919, partly through the persuasions of N.K. Krupskaya, who viewed preschool education as the first step in creating a new Soviet citizen. Today, children are placed in the creches (voluntarily) from two months until three years of age; these creches are under the jurisdiction of the Ministry of Health. The kindergarten, under the jurisdiction of the Ministry of Education, accepts children three to seven years old. All teaching materials used are didactic. The socialization process, respect for authority, and the subordination of individual needs to those of the collective are stressed. Self-discipline and self-reliance are key teaching objectives.

*II. Using cliches from the Supplementary write an annotation of the text.*



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*III. Read the text and define its main idea. Translate the text in writing.*

### **FRIEDRICH FROEBEL'S FOLLOWERS**

One of Froebel's most enthusiastic disciples, the Baroness of Marenholtz-Bulow, was largely responsible for bringing his ideas to the notice of educators in England, France, and the Netherlands. Later they were introduced into other countries, including the United States, where the Froebelian movement achieved its greatest success. There John Dewey adopted Froebel's principles in his experimental school at the University of Chicago. Kindergartens were established throughout Europe and North America and became a standard educational institution for children of four to six years of age. Froebel was influenced by the outstanding German idealist philosophers of his time and by Jean-Jacques Rousseau and Pestalozzi. He was a sincerely religious man who, because of his belief in the underlying unity of all things, tended toward pantheism and has been called a nature mystic. His most important contribution to educational theory was his belief in "self-activity" and play as essential factors in child education. The teacher's role was not to drill or indoctrinate the children but rather to encourage their self-expression through play, both individually and in group activities. Froebel devised circles, spheres, and other toys—all of which he referred to as "gifts" or "occupations"—that were designed to stimulate learning through play activities accompanied by songs and music. Modern educational techniques in kindergarten and preschool are much indebted to him.



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Закреть

## UNIT 4. DIFFERENT PRESCHOOL ENVIRONMENTS

### *I. Enrich your vocabulary*

overt, *adj.* – очевидный, явный

peer, *n.* – ровесник

sibling, *n.* – родной брат или сестра

childminder, *n.* – лицо, присматривающее за детьми

ongoing, *adj.* – непрерывный

stringent, *adj.* – строгий, жёсткий

mandate, *v.* – предписывать, потребовать

commencement, *n.* – вступление

### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |                 |   |
|-----------------|---|
| 1) overt        | a) a person who is of equal standing with another in a group                        |
| 2) familiarity  | b) added to complete or make up a deficiency  |
| 3) extended     | c) give official permission for something to happen                                 |
| 4) peer         | d) open and observable; not secret or hidden  |
| 5) supplemental | e) a law or set of laws suggested by a government and made official by a parliament |
| 6) mandate      | f) personal knowledge or information about someone or something                     |
| 7) legislation  | g) relatively long in duration; tediously protracted                                |



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### III. Match the words with the ones with the similar meanings.

- |                 |                 |
|-----------------|-----------------|
| 1) overt        | a) to promote   |
| 2) familiarity  | b) to monitor   |
| 3) extended     | c) equal        |
| 4) peer         | d) open         |
| 5) guardian     | e) acquaintance |
| 6) to encourage | f) lengthy      |
| 7) to supervise | g) protector    |

### IV. Match the words with the ones with the opposite meanings.

- |                 |                  |
|-----------------|------------------|
| 1) overt        | a) indoor        |
| 2) legal        | b) cheap         |
| 3) single       | c) maximum       |
| 4) expensive    | d) illegal       |
| 5) minimum      | e) to discourage |
| 6) outdoor      | f) covert        |
| 7) to encourage | g) multiple      |

## READING

*I. Read the text and pick out information a) of primary importance and b) new to you.*

The different preschool environments cover those in which education is the main focus, such as kindergarten, to those in which the function is basic care of the young child, such as Daycare. Regardless of the level of **overt** educational goals, however, children in these environments develop social skills as well as developing **familiarity** with a situation in which the child is separated from his or her parents for an extended period and must spend time in the company of **peers** who are not their siblings. When the child learns these skills successfully, preschool education plays a valuable role in preparing the child for



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school. Preschool programs also may focus on aspects of health, nutrition, and hygiene that may be lacking in their home environment. Again, these experiences are part of socializing the child into the larger community.

Day care or child care is care of a child during the day by a person other than the child's parents or legal guardians, typically someone outside the child's immediate family. The service is known as "child care" in the United Kingdom and Australia and "day care" in America. Child care or day care is provided in nurseries or creches or by childminders caring for children in their own homes. Child care or day care is ongoing care during specific periods, such as the parents' time at work. Child care can also take on a more formal structure, with education, child development, and discipline falling into the fold of services.

Home day cares are operated by a single individual out of their home. This is often a stay-at-home parent who seeks supplemental income while caring for their own child. Home day care providers may also be certified. Local legislation may regulate the number and ages of children allowed and subject the home to more stringent safety regulations before it is considered an official day care center. As home day cares do not pay rent, they are typically less expensive than day care centers.

Local legislation may regulate the operation of day care centers. The legislation will define what constitutes a day care (so as to not regulate individual baby sitters). It may specify the physical facilities (washroom, eating, sleeping, lighting levels, and so on). It may specify the minimum floor space per child and the maximum number of children per room. It may mandate minimum outdoor time (for example two hours for programs six hours or longer). It may **mandate** staffing ratios (for example 1:3 for under 18 months, with higher ratios for older children). **Legislation** may mandate qualifications of supervisors.

A nursery school is a school for children between the ages of three and five, staffed by qualified teachers and other professionals who encourage and supervise educational play rather than simply providing childcare. In some jurisdictions the provision of nursery



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school services is on a user pays or limited basis while some governments fund nursery school services.

In the UK, pre-school education in nursery classes or schools is fully funded by the government and is generally available to children aged over three. Pre-school education can be provided by childcare centers, playgroups, nursery schools, and nursery classes within primary schools. Private nursery education is also available throughout the UK and varies between structured pre-school education and a service offering child-minding facilities.

Kindergarten (German, literally means "children's garden") is a form of education for young children which serves as a transition from home to the commencement of more formal schooling. Children are taught to develop basic skills through creative play and social interaction. Kindergarten is considered the first year of formal education although the child may have gone to pre-school/nursery school. It is, however, considered a grade, and not an optional pre-school experience.

In most countries, kindergartens are not part of compulsory education, although in some they may be government run, and attendance may be required when children reach a specified age.

Pre-school education is not compulsory in Belarus, but around 70% of children attend nursery (at the ages 1 to 2) and kindergarten (at the ages of 3 to 5) before they start school.

Some kindergartens are specialized to work with psycho-physically challenged children to help them socialize.



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## II. Match the beginning and the end of the sentences.

- |  |   |
|--|---|
| 1) Children in preschool environments  | a) which serves as a transition from home to the commencement of more formal schooling.                       |
| 2) When the child learns skills successfully,                                    | b) although the child may have gone to pre-school/nursery school.   |
| 3) Day care or child care is care of a child during the day by a person          | c) staffed by qualified teachers and other professionals.   |
| 4) A nursery school is a school for children between the ages of three and five, | d) must spend time in the company of peers who are not their siblings.  |
| 5) In the UK, pre-school education in nursery classes or schools                 | e) preschool education plays a valuable role in preparing the child for school.                               |
| 6) Kindergarten is a form of education for young children                        | f) other than the child's parents or legal guardians, typically someone outside the child's immediate family. |
| 7) Kindergarten is considered the first year of formal education                 | g) is fully funded by the government and is generally available to children aged over three.                  |

## IV. Summarize the main ideas of the text.



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## VOCABULARY FOCUS

### *I. Insert the missing word.*

*day*            *transition*            *social*            *three*  
*skills*            *education*            *nutrition*

1. The different preschool environments cover those in which ... is the main focus.
2. Children in these environments develop ... skills as well as developing familiarity with a situation in which the child is separated from his or her parents .
3. Preschool programs also may focus on aspects of health, ... , and hygiene that may be lacking in their home environment.
4. Child care or ... care is ongoing care during specific periods, such as the parents' time at work.
5. A nursery school is a school for children between the ages of ... and five.
6. Kindergarten is a form of education for young children which serves as a ... from home to the more formal schooling.
7. Children are taught to develop basic ... through creative play and social interaction.

### *II. Insert the missing preposition.*

1. Children in preschool environments develop social skills as well as familiarity ... a situation in which the child is separated from his parents.
2. When the child learns social skills successfully, preschool education plays a valuable role ... preparing the child for school.
3. Preschool programs also may focus ... aspects of health, nutrition, and hygiene that may be lacking in their home environment.
4. Home day cares are operated ... a single individual out of their home.



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5. A nursery school is a school for children ... the ages of three and five, staffed by qualified teachers and other professionals.

6. Kindergarten is a form of education for young children which serves as a transition from home ... school.

7. Children are taught to develop basic skills ... creative play and social interaction.

### ADDITIONAL PRACTICE

*1. Skim the text to find out the number of issues concerning preschool education mentioned in the article. What is needed to provide healthy environment in preschool establishment?*

### HEALTHY ENVIRONMENT IN CHILDREN'S ESTABLISHMENTS

Special attention in the modern education system is given to the initiatives to build up a due healthy environment in children's establishments. We would mention the following factors and steps of key importance for success of the healthy PSE environment building process: analyzing the contents and practices of the education, breeding, developing and domestic activities; applying due ergonomic, sanitary and hygienic standards to the relevant facilities including PSE studios, classes, training zones, physical culture facilities etc.; and making due account of the age specifics of the underage trainees. The healthy PSE environment is to be duly equipped with visual teaching aids, practical instructions, toys and furniture as required by the relevant ergonomic, sanitary and hygienic standards. A pivotal condition for the educational process success at a PSE establishment is the environment that at least ensures the physical and mental balance of the human body being maintained and, ideally, children and educators' health being improved.

It is the preschool age when the basic individual traits of an adult person are formed. Good understanding of the importance of interpersonal relationship by a child helps shape up certain culture of such relationship and lays a foundation for future success in adaptation to the world, surroundings and society, in creative attitudes to social



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challenges, socializing process and career based on the individual potential abilities being fully developed and employed. It is the well-developed basic interpersonal culture and social skills that help the child adjust to new social environments and challenges

*II. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

### **OVIDE DECROLY**

Across Europe, in Belgium, the doctor of medicine, Ovide Decroly, was pioneering in the education of the very young, proceeding from the psychological study of abnormal or exceptional children. In 1907 he opened his School of the Hermitage near Brussels. Unlike Montessori's children, however, Decroly's children worked in groups, and, like the Agazzis' children, they worked with real things drawn from everyday life. His educational system was based on three processes: observation, expression (oral, written, manual, or artistic), and association of space and time. He felt the universal needs of the child to be food, protection against danger, endurance for the frustrations of life, work, play, self-evaluation, and self-discipline. The "Decroly plan" lays ground rules for social adaptation of a biological organism, in the concrete case, children. It concludes that schooling is needed for children to meet their "biosocial needs". Followers of Decroly have gone on to create and start schools that primarily focus on these "biosocial needs and better augment the student's educational experience.



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## UNIT 5. CHILD DEVELOPMENT

### *I. Enrich your vocabulary*

involvement, *n.* – причастность, вовлеченность

stature, *n.* – телосложение

pubertal, *adj.* – относящийся к периоду полового созревания

perceptual, *n.* – относящийся к восприятию, познавательный

sequence, *n.* – последовательность

milestone, *n.* – стадия, этап

immersion, *n.* – погружение

attachment, *n.* – привязанность

### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |               |  |
|---------------|--|
| 1) behaviour  | a) insist on having one's opinions and rights recognized   |
| 2) domain     | b) complete attention; intense mental effort   |
| 3) milestone  | c) understanding and entering into another's feelings  |
| 4) assert     | d) an area of interest or an area over which a person has control                                |
| 5) immersion  | e) a connection that fastens things together   |
| 6) empathy    | f) an important event in the development or history of something or in someone's life            |
| 7) attachment | g) the aggregate of the responses or reactions or movements made by an organism in any situation |



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**III. Match the words with the ones with the similar meanings.**

- |                  |                   |
|------------------|-------------------|
| 1) involvement   | a) to put forward |
| 2) domain        | b) bond           |
| 3) to propose    | c) concentration  |
| 4) to assert     | d) field          |
| 5) understanding | e) awareness      |
| 6) immersion     | f) participation  |
| 7) attachment    | g) to suggest     |

**IV. Match the words with the ones with the opposite meanings.**

- |                |                  |
|----------------|------------------|
| 1) different   | a) passively     |
| 2) fold        | b) to lose       |
| 3) ability     | c) unpredictable |
| 4) actively    | d) unfold        |
| 5) to find     | e) strange       |
| 6) predictable | f) disability    |
| 7) familiar    | g) similar       |

**READING**

**I. Read the text and pick out information a) of primary importance and b) new to you.**

Development does not only see **behaviour** of any individual child at a particular stage, but also looks into the involvement of all people concerned with the development of the child.

Early childhood education is the pedagogical approach covering education of children from the birth to six years of age. There are different developmental **domains** of children which all relate to each other.



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**Physical development** concerns the physical growth and the development of both walking and fine motor control of the body. Physical development refers to the development of the entire human body, including changes in physical stature and strength, pubertal changes in adolescence, the development of perceptual and motor skills, and brain development. Arnold Gesell's (1880-1961) maturational theory proposed that children's growth and development is biologically driven and unfolds in a series of fixed sequences or **milestones** in physical, motor, and perceptual domains. Although children vary in their rates of development (e.g., they don't all start to crawl or talk at exactly the same age), they all progress through the same sequences.

**Perception and sensory development.** It refers to how child functions using the senses and the ability to process the information gained. In *The Construction of Reality in the Child* (1954), Jean Piaget (1896-1980) **asserted** the belief—also held by other theorists—that senses function independently at birth, and with development and experience become more interconnected. By interacting with the environment, children actively construct an understanding of the world, gradually making connections between different types of sensory information.

**Communication and language development** concerns using visual and sound stimuli. Language development is stimulated by **immersion** within specific language environments. Researchers have found critical periods in early infant development whereby simple exposure to everyday conversation helps children develop the ability to produce certain phonemes (speech sounds) specific to a language.

**Cognitive development** concerns how the individual thinks and reacts. Piaget's theory of cognitive development describes how children construct an understanding of the world by interacting with their physical and social environments. Children adapt to their environments by developing mental organizations, or schemes, to organize their understanding of the world. Adaptation consists of two processes—assimilation and accommodation. Assimilation involves fitting new information into existing schemes. Accommodation involves altering existing schemes to accept new information.

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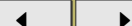
**Social-emotional Development** concerns children's increasing awareness and control of their feelings. Some aspects of social-emotional development, like **empathy**, develop gradually, but others, like fearfulness, seem to involve a rather sudden reorganization of the child's experience of emotion. Sexual and romantic emotions develop in connection with physical maturation.

Genetic factors appear to regulate some social-emotional developments that occur at predictable ages, such as fearfulness, and **attachment** to familiar people. Attachment refers to the development of an emotional bond between infant and mother or primary caregiver. Experience plays a role in determining which people are familiar, which social rules are obeyed, and how anger is expressed. For instance, Mary Ainsworth (1913-1999) developed the *Strange Situation* to determine the quality of the attachment between caregiver and child. This strategy assesses children's reactions to their mothers after their mothers leave them alone in a room that is later entered by a stranger. The strategy assumes that if a child reacts in negative ways to the mother upon return, there is a poor relationship between caregiver and child. The importance of attachment to socioemotional and cognitive development was recognized by studies of infants in orphanages during the 1950s and 1960s. In the absence of an attachment relationship, these infants experienced severe developmental delays. Individual differences in the sequence of social-emotional development are unusual, but the intensity or expressiveness of emotions can vary greatly from one normal child to another. Individual tendencies to various types of reactivity are probably constitutional, and they are referred to as temperamental differences. Atypical development of social-emotional characteristics may be mildly unusual, or may be so extreme as to indicate mental illness. Temperamental traits are thought to be stable and enduring throughout the life span. Children who are active and angry as infants can be expected to be active and angry as older children, adolescents and adults.



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## ***II. Match the beginning and the end of the sentences.***

- |   |   |
|---|---|
| 1) Development looks into the involvement of all people             | a) by immersion within specific language environments.  |
| 2) Physical development concerns the physical growth                | b) using the senses and the ability to process the information gained.  |
| 3) Although children vary in their rates of development             | c) concerned with the development of the child.   |
| 4) Perception and sensory development refers to how child functions | d) and the development of both walking and fine motor control of the body.  |
| 5) Language development is stimulated                               | e) children's increasing awareness and control of their feelings.   |
| 6) Piaget's theory of cognitive development describes               | f) they all progress through the same sequences.  |
| 7) Social-emotional Development concerns                            | g) how children construct an understanding of the world by interacting with their physical and social environments. |

## ***III. Answer the following questions.***

1. What does the notion child development refer to?
2. What changes in a child does physical development include?
3. What is the main idea of a child's perception and sensory development?



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4. What did Jean Piaget believe in?
5. How is communication and language development displayed?
6. How do children manifest their cognitive development and adapt to their environment?
7. Social-emotional Development concerns children's increasing awareness and control of their feelings, doesn't it?

*IV. Summarize the main ideas of the text.*

**VOCABULARY FOCUS**

*I. Insert the missing word.*

*senses                      awareness                      social                      fine*  
*attachment                      birth                      mental*

1. Early childhood education is the pedagogical approach covering education of children from the ... to six years of age.
2. Physical development concerns the physical growth and the development of both walking and ... motor control of the body.
3. Perception and sensory development refers to how child functions using the ... and the ability to process the information gained.
4. Piaget's theory of cognitive development describes how children construct an understanding of the world by interacting with their physical and environments.
5. Children adapt to their environments by developing ... organizations to organize their understanding of the world.
6. Social-emotional Development concerns children's increasing ... and control of their feelings.



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7. ... refers to the development of an emotional bond between infant and mother or primary caregiver.

## *II. Insert the missing preposition.*

1. Development does not only see behaviour of any individual child ... a particular stage, but also looks into the involvement of all people.

2. Early childhood education is the pedagogical approach covering education of children ... the birth to six years of age.

3. Physical development refers to the development of the entire human body, including changes ... physical stature and strength

4. Although children vary in their rates of development, they all progress ... the same sequences.

5. By interacting with the environment, children actively construct an understanding of the world, gradually making connections ... different types of sensory information.

6. Assimilation involves fitting new information ... existing schemes.

7. Mary Ainsworth's strategy assumes that if a child reacts in negative ways to the mother ... return, there is a poor relationship between caregiver and child.

8. Cybernetics focuses on how things process information, react ... information and changes.

9. "Cybernetics is the study of systems and processes that interact ... themselves and produce themselves from themselves".

## **ADDITIONAL PRACTICE**

*1. Skim the text to find out the basic mechanisms of development. What are the main differences between genetic factors and environmental factors of the development? What is plasticity characterized by?*



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## MECHANISMS OF DEVELOPMENT

Although developmental change runs parallel with chronological age, age itself cannot cause development. The basic mechanisms or causes of developmental change are genetic factors and environmental factors. Genetic factors are responsible for cellular changes like overall growth, changes in proportion of body and brain parts, and the maturation of aspects of function such as vision and dietary needs. Environmental factors affecting development may include diet and disease exposure, as well as social, emotional, and cognitive experiences. However, examination of environmental factors also shows that young human beings can survive within a fairly broad range of environmental experiences.

Rather than acting as independent mechanisms, genetic and environmental factors often interact to cause developmental change. Some aspects of child development are notable for their plasticity, or the extent to which the direction of development is guided by environmental factors as well as initiated by genetic factors. For example, the development of allergic reactions appears to be caused by exposure to certain environmental factors relatively early in life, and protection from early exposure makes the child less likely to show later allergic reactions. When an aspect of development is strongly affected by early experience, it is said to show a high degree of plasticity; when the genetic make-up is the primary cause of development, plasticity is said to be low. Plasticity may involve guidance by endogenous factors like hormones as well as by exogenous factors like infection.

One kind of environmental guidance of development has been described as experience-dependent plasticity, in which behavior is altered as a result of learning from the environment. Plasticity of this type can occur throughout the lifespan and may involve many kinds of behavior, including some emotional reactions. A second type of plasticity, experience-expectant plasticity, involves the strong effect of specific experiences during limited sensitive periods of development.

*II. Using cliches from the Supplementary write an annotation of the text.*



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*III. Read the text and define its main idea. Translate the text in writing.*

## **CONTINUITY AND DISCONTINUITY IN DEVELOPMENT**

Although the identification of developmental milestones is of interest to researchers and to children's caregivers, many aspects of developmental change are continuous and do not display noticeable milestones of change. Continuous developmental changes, like growth in stature, involve fairly gradual and predictable progress toward adult characteristics. When developmental change is discontinuous, however, researchers may identify not only milestones of development, but related age periods often called stages. A stage is a period of time, often associated with a known chronological age range, during which a behavior or physical characteristic is qualitatively different from what it is at other ages. When an age period is referred to as a stage, the term implies not only this qualitative difference, but also a predictable sequence of developmental events, such that each stage is both preceded and followed by specific other periods associated with characteristic behavioral or physical qualities.

Stages of development may overlap or be associated with specific other aspects of development, such as speech or movement. Even within a particular developmental area, transition into a stage may not mean that the previous stage is completely finished. For example, in Erikson's discussion of stages of personality, this theorist suggests that a lifetime is spent in reworking issues that were originally characteristic of a childhood stage. Similarly, the theorist of cognitive development, Piaget, described situations in which children could solve one type of problem using mature thinking skills, but could not accomplish this for less familiar problems, a phenomenon he called horizontal decal age.



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## UNIT 6. METHODS OF PRESCHOOL EDUCATION

### *I. Enrich your vocabulary*

prohibition, *n.* – запрещение

avoidance, *n.* – предупреждение, исключение

competitive, *adj.* – соревновательный

confirmation, *n.* – подтверждение

consciousness, *n.* – сознательный характер, духовные качества

world outlook, *n.* – мировоззрение

praise, *n.* – похвала

labile, *adj.* – переменчивый

### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |                 |  |
|-----------------|--|
| 1) upbringing   | a) knowing and perceiving; having awareness of surroundings and sensations and thoughts              |
| 2) fear         | b) additional proof that something that was believed (some fact or hypothesis or theory) is correct. |
| 3) avoidance    | c) distinctly dissimilar or unlike   |
| 4) conscious    | d) an emotion experienced in anticipation of some specific pain or danger                            |
| 5) confirmation | e) a feeling of liking something or someone good   |
| 6) approval     | f) keeping away from or preventing from happening  |
| 7) diverse      | g) helping someone grow up to be an accepted member of the community                                 |



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Закреть

**III. Match the words with the ones with the similar meanings.**

- |                   |                  |
|-------------------|------------------|
| 1) different      | a) to strengthen |
| 2) upbringing     | b) verification  |
| 3) to transfer    | c) turning away  |
| 4) to consolidate | d) diverse       |
| 5) avoidance      | e) view          |
| 6) confirmation   | f) to move       |
| 7) outlook        | g) raise         |

**IV. Match the words with the ones with the opposite meanings.**

- |              |                 |
|--------------|-----------------|
| 1) Common    | a) exceptional  |
| 2) brief     | b) unconscious  |
| 3) fear      | c) disapproval  |
| 4) ordinary  | d) lengthy      |
| 5) conscious | e) correct      |
| 6) incorrect | f) fearlessness |
| 7) approval  | g) inefficient  |

**READING**

**I. Read the text and pick out information a) of primary importance and b) new to you.**

Scientists have more than five hundred different methods that can be used in the upbringing of children, so they need ways to organize them into a certain system that indicates where in what field and for what purpose these methods can be used by the teacher. In the process of transferring knowledge to preschoolers, the most common classification of methods of upbringing is used, consisting of three groups:

1. Verbal methods - when education is based on verbal forms: conversation, story, explanation, instruction. These methods are used in the education of preschool children



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briefly, clearly. The word carries the emotional component. So, the prohibition of action should not be colored by the emotion of **fear** for the child, and should not be used often, so as not to become ordinary.

2. Practical methods are games, exercises, training, with the help of which the learned material is consolidated. Children of the senior preschool age become capable of competitive activities, which in education are of great importance, because the goal of upbringing is achieved by the child independently, with minimal support from the adult.

3. Visual methods are patterns of behavior which are demonstrated by an adult or through an illustration, a film, an analysis of the behavior of another child. The lesson uses pictures, audio recordings, presentations, fragments of cartoons, illustrations for works. The peculiarity of visual work with preschoolers is the avoidance of the display of incorrect behavior. Children tend to repeat everything after an adult, not **consciously** assessing the correctness or wrongness of the act.

This classification of methods of upbringing is used with the priority of using visual methods, because they are the most common in working with younger preschool children due to the fact that their thinking is visual-efficient, and they absorb the demands of the surrounding world only on the basis of display and verbal **confirmation**. The older children become, the more often the educator applies practical methods, training a skill in children or a positive habit.

Another classification of methods of upbringing, which is used, has a division according to the components of the structure of the person's personality, because for the formation of socially significant behavior, a group of methods must influence all the structures of the individual:

1. Methods of development of consciousness are the basis of a child's world outlook, his intellectual base, knowledge of norms and rules of behavior in society. The richer and more variable this region is, the more opportunities are there for the child to choose options for socially correct behavior. This group includes all verbal and visual methods from the previous classification.



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2. Methods of forming socially-positive behavior of preschoolers are the use of knowledge not only in games and classes, but also their application in practice, repeated repetition in different situations. Initially, this is done under the guidance of an adult person, and then the children train the skill themselves.

3. Methods of stimulation (or the formation of feelings) are the impulse to more quickly assimilate the action by influencing the feelings of the child. Therefore, praise, blame, **approval** is used, situations of success are created. Children react even to a slight disapproval of a significant person: a mother or father, a favorite tutor or grandmother. Forms of educational work are the most **diverse**, because stimulation methods are used in combination with methods of developing consciousness and forming behavior. The emotional reaction of parents to the actions of the child is an effective method of education.

This classification of methods of upbringing more often is used in kindergartens, best contributes to the upbringing of preschool children. Emotional sphere of preschool children is unstable, labile, characterized by differences in the mood of children, therefore it is more often recommended using positive feelings of preschool children.

## *II. Match the beginning and the end of the sentences.*

- |   |  |
|---|--|
| 1) Verbal methods are when education is based                                 | a) not only in games and classes, but also their application in practice, repeated repetition in different situations. |
| 2) Practical methods are games, exercises, training,                          | b) his intellectual base, knowledge of norms and rules of behavior in society.   |
| 3) Visual methods are patterns of behavior which are demonstrated by an adult | c) on verbal forms: conversation, story, explanation, instruction.   |

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- 4) Methods of development of consciousness are the basis of a child's world outlook,
- 5) Methods of forming socially-positive behavior of preschoolers are the use of knowledge
- 6) Methods of stimulation (or the formation of feelings) are the impulse to
- 7) Emotional sphere of preschool children is unstable, labile, characterized by
- d) differences in the mood of children, therefore it is more often recommended using positive feelings of preschool children.
- e) more quickly assimilate the action by influencing the feelings of the child.
- f) or through an illustration, a film, an analysis of the behavior of another child.
- g) with the help of which the learned material is consolidated.

### ***III. Answer the following questions.***

1. What are verbal methods used for in preschool education?
2. What activities do practical methods include?
3. What are the goals of upbringing achieved by practical methods?
4. How are visual methods realized in the process of upbringing?
5. What are the three methods of development with reference to a child's personality?
6. What do methods of development of consciousness aim at?
7. Methods of stimulation are the impulse to more quickly assimilate the action by influencing the feelings of the child, aren't they?

### ***IV. Summarize the main ideas of the text.***



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## VOCABULARY FOCUS

### *I. Insert the missing word.*

*avoidance*

*preschoolers*

*consolidated*

*disapproval*

*competitive*

*outlook*

*verbal*

1. Verbal methods are when education is based on ... forms: conversation, story, explanation, instruction.

2. Practical methods are games, exercises, training, with the help of which the learned material is ....

3. Children of the senior preschool age become capable of ... activities, which in education are of great importance.

4. The peculiarity of visual work with preschoolers is the ... of the display of incorrect behavior.

5. Methods of development of consciousness are the basis of a child's ... world and knowledge of norms and rules of behavior in society.

6. Methods of forming socially-positive behavior of ... are the use of knowledge not only in games and classes, but also their application in practice.

7. Children react even to a slight... of a significant person: a mother or father, a favorite tutor or grandmother.

### *II. Insert the missing preposition.*

1. Scientists have more than five hundred different methods that can be used ... the upbringing of children.

2. Practical methods are games, exercises, training, ... the help of which the learned material is consolidated.

3. Children of the senior preschool age become capable ... competitive activities, which in education are of great importance.



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4. Visual methods are patterns of behavior which are demonstrated by an adult or ... an illustration, a film, an analysis of the behavior of another child.

5. Methods of development of consciousness are the basis of a child's world outlook and knowledge of norms and rules of behavior ... society.

6. Children react even ... a slight disapproval of a significant person: a mother or father, a favorite tutor or grandmother.

7. Forms of educational work are the most diverse, because stimulation methods are used in combination ... methods of developing consciousness and forming behavior.

## ADDITIONAL PRACTICE

*I. Skim the text to find out the contribution made by Lev Vygotsky to the development of children. What were his ideas about learning of mathematics, language and writing?*

## ZONE OF PROXIMAL DEVELOPMENT

The zone of proximal development, often abbreviated as ZPD, is the difference between what a learner can do without help, and what they can't do. The concept was introduced, but not fully developed, by psychologist Lev Vygotsky (1896–1934) during the last ten years of his life. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believe that the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning such as skills and strategies.

The concept of the zone of proximal development was originally developed by Vygotsky to argue against the use of academic, knowledge-based tests as a means to gauge children's intelligence. He also created ZPD to further develop Jean Piaget's theory of children being lone learners. Vygotsky spent a lot of time studying the impact of school



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instruction on children and noted that children grasp language concepts quite naturally, but that mathematics and writing don't come naturally, that these are concepts taught in schools and tend to come along with some difficulty, while Piaget believed that there was a clear distinction between development and teaching. He said that development is a spontaneous process that is initiated and completed by the children, stemming from their own efforts. Piaget was a proponent of independent thinking and critical of the standard teacher-led instruction that was common practice in schools.

Alternatively, Vygotsky saw natural, spontaneous development as important, but not all-important. He believed that children would not advance very far if they were left to discover everything on their own. It's crucial for a child's development that they are able to interact with more knowledgeable others. They would not be able to expand on what they know if this wasn't possible. He noted cultural experiences where children are greatly helped by knowledge and tools handed down from previous generations. Vygotsky noted that good teachers shouldn't present material that is too difficult and "pull the students along."

*II. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

## **HEALTHY LIFESTYLE**

Preschool age is the time when the basics of the individual healthy lifestyles are formed as an integral part of the general individual culture with a systemic and dynamic personal status being attained based on the certain children's level of knowledge about their own body and potential harmful effects on it; and with due motivations and values being fostered in the children and supported by practical everyday activities in families and preschool education establishments. The education resources of the preschool education establishments and families are mobilized and integrated to foster the strive for healthy life in a child. Children's motivations in the preschool age are known to be



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dominated by the positive emotions triggered by the physical culture practices. When children show positive emotions in kinetic games and physical exercises, these practices may be considered as facilitating their natural motivations for a healthy lifestyle being formed. Physical education of preschool children should be duly integrated in the general education and training processes rather than viewed as a separate isolated element of education. Physical culture practices are to be applied on a permanent and broad basis rather than be limited to the scheduled practices in gyms; they may include physical education breaks in the class education hours, team sports and kinetic games, active recreational sports etc.



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## UNIT 7. PROCESS OF LEARNING

### *I. Enrich your vocabulary*

posit, *v.* – утверждать

curiosity, *n.* – любознательность

evoke, *v.* – побуждать

unfettered, *adj.* – не имеющий ограничений

versatile, *adj.* – разносторонний

cardiovascular fitness – приспособленность сердечно-сосудистой системы

appropriate, *adj.* – соответствующий, приемлемый

outcome, *n.* – результат, итог

invade, *v.* – посягать на, вторгаться

tenet, *n.* – основополагающий принцип, догма

### *II. Match the words and their definitions. Consult the glossary if necessary.*

- |                  |   |
|------------------|---|
| 1) evoke         | a) management by overseeing the performance or operation of a person or group   |
| 2) posit         | b) suitable for a particular person, place, condition, etc.   |
| 3) collaboration | c) gradual improvement or growth or development   |
| 4) supervision   | d) summon into action or bring into existence, often as if by magic   |
| 5) appropriate   | e) to make (someone) able to do something by providing them with whatever is necessary to achieve it or to make ( something) possible |
| 6) advancement   | f) take as a given; assume as a postulate or axiom  |
| 7) enable        | g) working with someone else for a special purpose  |



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**III. Match the words with the ones with the opposite meanings.**

- |                |                  |
|----------------|------------------|
| 1) unfettered  | a) narrow        |
| 2) to gain     | b) inappropriate |
| 3) versatile   | c) to include    |
| 4) appropriate | d) retreat       |
| 5) to exclude  | e) to disable    |
| 6) advancement | f) fettered      |
| 7) to enable   | g) to create     |

**IV. Match the words with the ones with the similar meanings.**

- |                  |                   |
|------------------|-------------------|
| 1) to evoke      | a) to obtain      |
| 2) to posit      | b) disappointment |
| 3) collaboration | c) to bring up    |
| 4) to gain       | d) doctrine       |
| 5) tenet         | e) to learn       |
| 6) frustration   | f) to postulate   |
| 7) to pick up    | g) partnership    |

**READING**

**I. Read the text and pick out information a) of primary importance and b) new to you.**

**LEARNING THROUGH PLAY**

Early childhood education often focuses on learning through play, based on the research and philosophy of Jean Piaget, who posits that play meets the physical, intellectual, language, emotional and social needs of children. Children's curiosity and imagination naturally **evoke** learning when unfettered. Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children.



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In this, children learn through their interactions with others. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.

It is important that practitioners promote children's development through play by using various types of play on a daily basis. Allowing children to help get snacks ready helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication. Key guidelines for creating a play-based learning environment include providing a safe space, correct supervision, and cultural awareness.

Learning through play has been seen regularly in practice as the most versatile way a child can learn. Margaret McMillan (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty of exercise to keep them physically and emotionally healthy. Rudolf Steiner (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. Maria Montessori (1870-1952) believed that children learn through movement and their senses and after doing an activity using their senses. The benefits of being active for young children include physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep. When young children have group play time it also helps them to be more empathetic towards each other.

In a more contemporary approach, organizations such as the National Association of the Education of Young Children (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally **appropriate** learning as tenets of early childhood education. A study by the Ohio State University also analyzed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom "helped students develop social skills that transferred to other areas." Specific outcomes included students being more helpful, cooperative and thoughtful with other students. Negative outcomes included children feeling excluded and showing frustration with game rules.

Piaget provides an explanation for why learning through play is such a crucial aspect



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of learning as a child. However, due to the **advancement** of technology, the art of play has started to dissolve and has transformed into "playing" through technology. Technology is beginning to invade the art of play and a balance needs to be found.

Many oppose the theory of learning through play because they think children are not gaining new knowledge. In reality, play is the first way children learn to make sense of the world at a young age. As children watch adults interact around them, they pick up on their slight nuances, from facial expressions to their tone of voice. They are exploring different roles, learning how things work, and learning to communicate and work with others. These things cannot be taught by a standard curriculum, but have to be developed through the method of play. Many preschools understand the importance of play and have designed their curriculum around that to allow children to have more freedom. Once these basics are learned at a young age, it sets children up for success throughout their schooling and their life. Many Early Childhood programs provide real life props and activities to enrich the children's play, **enabling** them to learn various skills through play.

Many say that those who succeed in kindergarten know when and how to control their impulses. They can follow through when a task is difficult and listen to directions for a few minutes. These skills are linked to self-control, which is within the social and emotional development that is learned over time through play amongst other things.

## *II. Match the beginning and the end of the sentences.*

- |  |   |
|--|---|
| 1) Through play children learn more efficiently and gain                 | a) through movement and their senses and after doing an activity using their senses.              |
| 2) Allowing children to help get snacks ready helps                      | b) the art of play has started to dissolve and has transformed into "playing" through technology. |
| 3) Key guidelines for creating a play-based learning environment include | c) more knowledge through activities such as dramatic play, art, and social games.                |



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- 4) Maria Montessori believed that children learn
- 5) The benefits of being active for young children include
- 6) due to the advancement of technology,
- 7) Many Early Childhood programs provide real life props and activities
- d) physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep.
- e) to enrich the children's play, enabling them to learn various skills through play.
- f) helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication.
- g) providing a safe space, correct supervision, and cultural awareness.

***Answer the following questions.***

1. What needs in early education does play meet according to Jean Piaget?
2. What children's traits evoke learning?
3. What are the activities that can promote children's development?
4. What were the ideas of Maria Montessori about learning through play?
5. What do the benefits of being active for young children include?
6. How do children learn from adults?
7. Is technology beginning to invade the art of play ?

***IV. Summarize the main ideas of the text.***



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## VOCABULARY FOCUS

### *I. Insert the missing word.*

*knowledge*

*environment*

*relief*

*oppose*

*pick up*

*play*

*curiosity*

1. Early childhood education often focuses on learning through..., based on the research and philosophy of Jean Piaget.
2. Children's ... and imagination naturally evoke learning when unfettered.
3. Children learn more efficiently and gain more ... through activities such as dramatic play, art, and social games.
4. Key guidelines for creating a play-based learning include providing a safe space, correct supervision, and cultural awareness.
5. The benefits of being active for young children include physical benefits, ... stress, improved social skills and improved sleep.
6. Many ... the theory of learning through play because they think children are not gaining new knowledge.
7. As children watch adults interact around them, they on their slight nuances, from facial expressions to their tone of voice.

### *II. Insert the missing preposition.*

1. Learning ... play will allow a child to develop cognitively.
2. It is important that practitioners promote children's development through play by using various types of play ... a daily basis.
3. Key guidelines ... creating a play-based learning environment include providing a safe space, correct supervision, and cultural awareness.
4. Learning through play has been seen regularly ... practice as the most versatile way a child can learn.



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5. When young children have group play time it also helps them to be more empathetic ... each other.

6. Negative outcomes included children feeling excluded and showing frustration ... game rules.

7. As children watch adults interact around them, they pick ... on their slight nuances, from facial expressions to their tone of voice.

## ADDITIONAL PRACTICE

*I. Skim the text to find out the idea how children describe their self-concept. How many selves are mentioned in the article and what are they? Give short characteristics of each self.*

During early childhood, children start to develop a "self-concept," the attributes, abilities, attitudes and values that they believe define them. By age 3, (between 18 and 30 months), children have developed their Categorical Self, which is concrete way of viewing themselves in "this or that" labels. For example, young children label themselves in terms of age "child or adult" gender "boy or girl" physical characteristics "short or tall" and value, "good or bad." The labels are used to explain children's self-concept in very concrete, observable terms. For example, Seth may describe himself this way: "I'm 4. I have blue eyes. I'm shorter than Mommy. I can help Grandma set the table!" When asked, young children can also describe their self-concept in simple emotional and attitude descriptions. Seth may go on to say, "Today, I'm happy. I like to play with Amy." However, preschoolers typically do not link their separate self-descriptions into an integrated self-portrait. In addition, many 3-5 year olds are not aware that a person can have opposing characteristics. For example, they don't yet recognize that a person can be both "good" and "bad".

As long-term memory develops, children also gain the Remembered Self. The Remembered Self incorporates memories (and information recounted by adults about personal events) that become part of an individual's life story (sometimes referred to



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as autobiographical memory). In addition, young children develop an Inner Self, private thoughts, feelings, and desires that nobody else knows about unless a child chooses to share this information.

Because early self-concepts are based on easily defined and observed variables, and because many young children are given lots of encouragement, Preoperational children often have relatively high self-esteem (a judgment about one's worth). Young children are also generally optimistic that they have the ability to learn a new skill, succeed, and finish a task if they keep trying, a belief called "Achievement-Related Attribution or sometimes "self-efficacy". Self-esteem comes from several sources, such as school ability, athletic ability, friendships, relationships with caregivers, and other helping and playing tasks.

As with emotional development, both internal and external variables can affect young children's self-concept. For example, a child's temperament can affect how they view themselves and their ability to successfully complete tasks. Children with easy temperaments are typically willing to try things repeatedly and are better able to handle frustrations and challenges. In contrast, children with more difficult temperaments may become more easily frustrated and discouraged by challenges or changes in the situation.

Children who can better cope with frustrations and challenges are more likely to think of themselves as successful, valuable, and good, which will lead to a higher self-esteem. In contrast, children who become easily frustrated and discouraged, often quit or need extra assistance to complete a task. These children may have lower self-esteem if they start to believe that they can't be successful and aren't valuable.

*II. Using cliches from the Supplementary write an annotation of the text.*



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*III. Read the text and define its main idea. Translate the text in writing.*

## THE PRACTICAL IMPLICATIONS OF EARLY CHILDHOOD EDUCATION

In recent decades, studies have shown that early childhood education is critical in preparing children to enter and succeed in the school classroom, diminishing their risk of social-emotional mental health problems and increasing their self-sufficiency later in their lives. In other words, the child needs to be taught to rationalize everything and to be open to interpretations and critical thinking. There is no subject to be considered taboo, starting with the most basic knowledge of the world he lives in, and ending with deeper areas, such as morality, religion and science. Visual stimulus and response time as early as 3 months can be an indicator of verbal and performance IQ at age 4 years.

By providing education in a child's most formative years, ECE also has the capacity to pre-emptively begin closing the educational achievement gap between low and high-income children before formal schooling begins. Children of low socioeconomic status (SES) often begin school already behind their higher SES peers; on average, by the time they are three, children with high SES have three times the number of words in their vocabularies as children with low SES. Participation in ECE, however, has been proven to increase high school graduation rates, improve performance on standardized tests, and reduce both grade repetition and the number of children placed in special education.



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## UNIT 8. MONTESSORI METHOD OF EDUCATION

### *I. Enrich your vocabulary*

supportive, *adj.* – благоприятный

asylum, *n.* – психиатрическая больница

mistreatment, *n.* – ненадлежащее обращение

innate, *adj.* – врождённый

spontaneously, *adv.* – самопроизвольно, спонтанно

tailor, *v.* – приспособливать, подстраивать

enduring, *adj.* – продолжительный, долговечный

### *II. Match the words and their definitions.*

- |               |  |
|---------------|--|
| 1) eager      | a) the condition of being free; the power to act or speak or think without externally imposed restraints |
| 2) supportive | b) to make possible or easier  |
| 3) engage     | c) giving encouragement and approval to (someone or something) because you want them to succeed          |
| 4) at liberty | d) put in motion or move to act  |
| 5) facilitate | e) stop (someone or something) from doing something or being in a certain state                          |
| 6) prevent    | f) having or showing keen interest or intense desire or impatient expectancy                             |
| 7) spark      | g) carry out or participate in an activity; be involved in   |



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### III. Match the words with the ones with the similar meanings.

- |                  |                        |
|------------------|------------------------|
| 1) eager         | a) be unconfined, free |
| 2) supportive    | b) to help             |
| 3) to engage     | c) to stop             |
| 4) be at liberty | d) enthusiastic        |
| 5) to facilitate | e) to activate         |
| 6) to prevent    | f) to involve          |
| 7) to spark      | g) sympathetic         |

### IV. Match the words with the ones with the opposite meanings.

- |                 |                 |
|-----------------|-----------------|
| 1) eager        | a) outer        |
| 2) supportive   | b) dependence   |
| 3) liberty      | c) disorder     |
| 4) independence | d) unpeaceful   |
| 5) inner        | e) unsupportive |
| 6) order        | f) subjection   |
| 7) peaceful     | g) uneager      |

## READING

*I. Read the text and pick out information a) of primary importance and b) new to you.*

The method, developed by Maria Montessori, is a child-centered educational approach based on scientific observations of children. Montessori's method has been used for over 100 years in many parts of the world.

Montessori's method views the child as one who is naturally **eager** for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It attempts to develop children physically, socially, emotionally and cognitively. Following her medical training, Maria Montessori began to develop her educational philosophy and



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methods in 1897, attending courses in pedagogy at the University of Rome and reading the educational theory of the previous two hundred years. While visiting an asylum, during her schooling with a teacher, she used her observations of mistreatment of the kids there, especially those with autism, to create her new form of education. In 1907, she opened her first classroom, Children's House, in a tenement building in Rome. From the beginning, Montessori based her work on her observations of children and experimentation with the environment, materials, and lessons available to them. She frequently referred to her work as "scientific pedagogy".

Montessori education is fundamentally a model of human development, and an educational approach based on that model. The model has two basic principles. First, children and developing adults **engage** in psychological self-construction by means of interaction with their environments. Second, children, especially under the age of six, have an innate path of psychological development. Based on her observations, Montessori believed that children who are at liberty to choose and act freely within an environment prepared according to her model would act spontaneously for optimal development.

Montessori education involves free activity within a "prepared environment meaning an educational environment tailored to basic human characteristics, to the specific characteristics of children at different ages, and to the individual personalities of each child. The function of the environment is to help and allow the child to develop independence in all areas according to his or her inner psychological directives. In addition to offering access to the Montessori materials appropriate to the age of the children, the environment should exhibit the following characteristics: a) an arrangement that facilitates movement and activity; b) beauty and harmony, cleanliness of environment; c) construction in proportion to the child and her/his needs; d) limitation of materials, so that only material that supports the child's development is included; e) order; f) nature in the classroom and outside of the classroom.

As Montessori developed her theory and practice, she came to believe that education had a role to play in the development of world peace. She felt that children allowed to



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develop according to their inner laws of development would give rise to a more peaceful and enduring civilization. From the 1930s to the end of her life, she gave a number of lectures and addresses on the subject saying in 1936,

Preventing conflicts is the work of politics; establishing peace is the work of education.

Elementary Montessori peace curriculum starts with Five Great Lessons that give a big picture of the world and life. They are educational stories that also spark the imagination of the children. The Five Great Lessons are – The Beginning of the Universe and Earth, Life Comes to Earth, Human Come to Earth, How Writing Began, and How Numbers Began. It is important not to rush through them and give time for research in between. It is also important to share these lessons as early in the year as possible.

Finally, Montessori observed in children from three to six years old a psychological state she termed "normalization". Normalization arises from concentration and focus on activity which serves the child's developmental needs, and is characterized by the ability to concentrate as well as "spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others."

## *II. Match the beginning and the end of the sentences.*

- |  |   |
|--|---|
| 1) The method, developed by Maria Montessori, is                                     | a) who are at liberty to choose and act freely within an environment prepared according to her model would act spontaneously.                     |
| 2) Montessori's method views the child as one who is naturally eager                 | b) meaning an educational environment tailored to basic human characteristics, and to the specific characteristics of children at different ages. |
| 3) From the beginning, Montessori based her work on her observations of children and | c) to develop independence in all areas according to his or her inner psychological directives.   |



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4) Based on her observations, Montessori believed that children

5) Montessori education involves free activity within a "prepared environment"

6) The function of the environment is to help and allow the child

7) Montessori felt that children allowed to develop according to their inner laws of development

d) a child-centered educational approach based on scientific observations of children.

e) would give rise to a more peaceful and enduring civilization.

f) for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment.

g) experimentation with the environment, materials, and lessons available to them.

**III. Answer the following questions.** 1. What is the main characteristic of the method, developed by Maria Montessori?

2. How does Montessori's method view the child?

3. What inspired Montessori to create her new form of education?

4. What are the two main principles of Montessori's education model?

5. What does Montessori's education free activity mean?

6. What are the basic characteristics the education environment should exhibit?

7. What are the Five Great Lessons that spark the imagination of the children?

**IV. Summarize the main ideas of the text.**



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## VOCABULARY FOCUS

### *I. Insert the missing word.*

*autism*

*human*

*normalization*

*independence*

*cognitively*

*child-centered*

*psychological*

### *IV Insert the missing preposition.*

1. The method, developed by Maria Montessori, is a child-centered educational approach based ... scientific observations of children.

2. Montessori's method views the child as one who is naturally eager ... knowledge and capable of initiating learning in a supportive learning environment.

3. Following her medical training, Maria Montessori began to develop her educational philosophy and methods ... 1897.

4. ... the beginning, Montessori based her work on her observations of children and experimentation with the environment, materials, and lessons available to them.

5. Children, especially ... the age of six, have an innate path of psychological development.

6. Montessori believed that children who are ... liberty to choose and act freely within an environment would act spontaneously for optimal development.

7. Montessori observed in children from three ... six years old a psychological state she termed "normalization".

## ADDITIONAL PRACTICE

*I. Skim the text to find out the spheres of interest of Maria Montessori and her contribution to the development of pedagogy. How did her method change throughout the time?*



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## EARLY CHILDHOOD EDUCATION RESEARCH

As a doctor, Montessori chose pediatrics and psychiatry as her specialties. While teaching at her medical-school alma mater, Montessori treated many poor and working-class children who attended the free clinics there. During that time, she observed that intrinsic intelligence was present in children of all socio-economic backgrounds.

Montessori became the director of the Orthophrenic School for developmentally disabled children in 1900. There she began to extensively research early childhood development and education. Her reading included the studies of 18th and 19th century French physicians Jean-Marc-Gaspard Itard and Edouard Seguin, who had experimented with the capabilities of disabled children. Montessori began to conceptualize her own method of applying their educational theories, which she tested through hands-on scientific observation of students at the Orthophrenic School. Montessori found the resulting improvement in students' development remarkable. She spread her research findings in speeches throughout Europe, also using her platform to advocate for women's and children's rights.

Montessori's success with developmentally disabled children spurred her desire to test her teaching methods on "normal" children. In 1907 the Italian government afforded her that opportunity. Montessori was placed in charge of 60 students from the slums, ranging in age from 1 to 6. The school, called Casa dei Bambini (or Children's House), enabled Montessori to create the "prepared learning" environment she believed was conducive to sense learning and creative exploration. Teachers were encouraged to stand back and "follow the child"—that is, to let children's natural interests take the lead. Over time, Montessori tweaked her methods through trial and error. Her writings further served to spread her ideology throughout Europe and the United States.

By 1925 more than 1,000 of her schools had opened in America. Gradually Montessori schools fell out of favor; by 1940 the movement had faded and only a few schools remained. Once World War II began, Montessori was forced to flee to India, where she developed a program called Education for Peace. Her work with the program earned her two Nobel Peace Prize nominations.



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*II. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

## **THE DEVELOPMENT OF EARLY EDUCATION**

The development of the minds of young children around the world has undergone a dramatic evolution over time. Beginning with Aesop in the 6th century BC, and including the influence of great thinkers like Socrates, Plato, and Aristotle, the education of young children has become a benchmark for the overall effectiveness of society. The prodigious minds of John Amos Comenius, John Locke, Jean-Jacques Rousseau, Friedrich Froebel, and Johann Heinrich Pestalozzi contributed pioneering developments in early childhood education practice throughout the enlightenment. These men set the philosophical foundations and curriculums of early childhood education. At the turn of the 20th century, Maria Montessori traveled the US in to tout her teaching techniques. Deriving from the theories of John Dewey and John Piaget, Montessori program schools encourage children to have "freedom of experience". With those foundations set in place, the process of adapting educational programs to a child's overall development can be achieved. While some of those organizations that were established by those 17th and 18th century forerunners were effective, what is even more profound is the discovery that piquing a child's interest early in their life can accelerate the development of their skills, respective needs, talents, and interests.

In order to discuss the history of early childhood education, it is important to understand the exact definition of the term. According to Brown (2009), "early childhood development is defined as a set of concepts, principles, and facts that explain, describe and account for the processes involved in change from immature to mature status and functioning". This means that the goal of early childhood education is to facilitate the development of a child's overall abilities and understandings to prepare the child for future endeavors.



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## UNIT 9. MONTESSORI PLANES OF DEVELOPMENT

### *I. Enrich your vocabulary*

plane, *n.* – стадия

absorbent, *n.* – впитывающий

fade, *v.* – постепенно исчезать

acquisition, *n.* – овладение

refinement, *n.* – изысканность, тонкость

adolescence, *n.* – отрочество

valorization, *n.* – возвышение

worth, *n.* – важность, достоинство

### *II. Match the words and their definitions.*

- |                |   |
|----------------|---|
| 1) striking    | a) to say or do something as a reaction to something that has been said or done |
| 2) introduce   | b) include in scope; include as part of something broader; have as one's sphere |
| 3) respond     | c) bring in a new person or object into a familiar environment                  |
| 4) acquisition | d) have an emotional or cognitive impact upon                                   |
| 5) encompass   | e) the quality of being worthy of esteem or respect                             |
| 6) dignity     | f) picture to oneself; imagine possible   |
| 7) envision    | g) the cognitive process of acquiring skill or knowledge                        |



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**III. Match the words with the ones with the similar meanings.**

- |                 |                 |
|-----------------|-----------------|
| 1) striking     | a) to think up  |
| 2) to introduce | b) to cover     |
| 3) to respond   | c) important    |
| 4) acquisition  | d) noticeable   |
| 5) to encompass | e) self-respect |
| 6) dignity      | f) to answer    |
| 7) to envision  | g) getting      |

**IV. Match the words with the ones with the opposite meanings.**

- |                |                  |
|----------------|------------------|
| 1) active      | a) usual         |
| 2) absorbent   | b) exclude       |
| 3) effortless  | c) stability     |
| 4) unique      | d) passive       |
| 5) encompass   | e) injustice     |
| 6) instability | f) effortful     |
| 7) justice     | g) non-absorbent |

**READING**

**I. Read the text and pick out information a) of primary importance and b) new to you.**

**PLANES OF DEVELOPMENT**

Montessori observed four distinct periods, or "planes in human development, extending from birth to 6 years, from 6 to 12, from 12 to 18, and from 18 to 24. She saw different characteristics, learning modes, and developmental imperatives active in each of these planes, and called for educational approaches specific to each period.



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The first plane extends from birth to around six years of age. During this period, Montessori observed that the child undergoes striking physical and psychological development. The first-plane child is seen as a concrete, sensorial explorer and learner engaged in the developmental work of psychological self-construction and building functional independence. Montessori **introduced** several concepts to explain this work, including the absorbent mind, sensitive periods, and normalization.

Montessori described the young child's behavior of effortlessly assimilating the sensorial stimuli of his or her environment, including information from the senses, language, culture, and the development of concepts with the term "absorbent mind". She believed that this is a power unique to the first plane, and that it fades as the child approached age six. Montessori also observed and discovered periods of special sensitivity to particular stimuli during this time which she called the "sensitive periods". In Montessori education, the classroom environment responds to these periods by making appropriate materials and activities available while the periods are active in each individual young child. She identified the following periods and their durations:

- **Acquisition** of language—from birth to around 6 years old
- Interest in small objects—from around 18 months to 3 years old
- Order—from around 1 to 3 years old
- Sensory refinement—from birth to around 4 years old
- Social behavior—from around 2<sup>1</sup>/<sub>2</sub> to 4 years old

The second plane of development extends from around six years to twelve years old. During this period, Montessori observed physical and psychological changes in children, and developed a classroom environment, lessons, and materials, to respond to these new characteristics. Physically, she observed the loss of baby teeth and the lengthening of the legs and torso at the beginning of the plane, and a period of uniform growth following. Psychologically, she observed the "herd instinct or the tendency to work and socialize in groups, as well as the powers of reason and imagination. Developmentally, she believed the work of the second plane child is the formation of intellectual independence, of moral sense, and of social organization.



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The third plane of development extends from around twelve years to around eighteen years of age, **encompassing** the period of adolescence. Montessori characterized the third plane by the physical changes of puberty and adolescence, but also psychological changes. She emphasized the psychological instability and difficulties in concentration of this age, as well as the creative tendencies and the development of "a sense of justice and a sense of personal **dignity**." She used the term "valorization" to describe the adolescents' drive for an externally derived evaluation of their worth. Developmentally, Montessori believed that the work of the third plane child is the construction of the adult self in society.

The fourth plane of development extends from around eighteen years to around twenty-four years old. Montessori wrote comparatively little about this period and did not develop an educational program for the age. She **envisioned** young adults prepared by their experiences in Montessori education at the lower levels ready to fully embrace the study of culture and the sciences in order to influence and lead civilization. She believed that economic independence in the form of work for money was critical for this age, and felt that an arbitrary limit to the number of years in university level study was unnecessary, as the study of culture could go on throughout a person's life.

In short, four core aspects of Montessori school include practical life, sensorial, math, and language arts. Some smaller aspects that could be integrated into Montessori schools include geography, art, and gardening.

## *II. Match the beginning and the end of the sentences.*

- |  |  |
|--|--|
| 1) Montessori observed four distinct periods, or "planes in human development, | a) by making appropriate materials and activities available while the periods are active in each individual young child. |
| 2) The first-plane child is seen as a concrete, sensorial explorer and learner | b) and developed a classroom environment, lessons, and materials, to respond to these new characteristics.               |

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- |   |  |
|---|--|
| 3) In Montessori education, the classroom environment responds to the “sensitive” periods       | c) around eighteen years of age, encompassing the period of adolescence.   |
| 4) During the second plane, Montessori observed physical and psychological changes in children, | d) at the lower levels ready to fully embrace the study of culture and the sciences in order to influence and lead civilization. |
| 5) The third plane of development extends from around twelve years to                           | e) as well as the creative tendencies and the development of "a sense of justice and a sense of personal dignity."               |
| 6) Montessori emphasized the psychological instability and difficulties in concentration,       | f) extending from birth to 6 years, from 6 to 12, from 12 to 18, and from 18 to 24.  |
| 7) Montessori envisioned young adults prepared by their experiences in her education            | g) engaged in the developmental work of psychological self-construction and building functional independence.                    |

### ***III. Answer the following questions.***

1. What periods in human development did Montessori define?
2. What are the main characteristics of the first-plane child?
3. What does “absorbent mind” according to Montessori include?
4. How does the classroom environment respond to “sensitive periods”?
5. What are the periods and their durations identified by Montessori?
6. What are the basic features of the second plane of children’s development?
7. How did Montessori characterize the third plane of the development?

### ***IV. Summarize the main ideas of the text.***



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## VOCABULARY FOCUS

### *I. Insert the missing word.*

*absorbent*

*sensitivity*

*independence*

*practical*

*reason*

*psychological*

*planes*

1. Montessori observed four distinct periods, or "... in human development
2. During the first period, Montessori observed that the child undergoes striking physical and ... development.
3. Montessori introduced several concepts to explain work of psychological self-construction, including the ... mind, sensitive periods, and normalization.
4. Montessori also observed and discovered periods of special ... to particular stimuli during this time which she called the "sensitive periods".
5. Psychologically, Montessori observed the "herd instinct or the tendency to work and socialize in groups, as well as the powers of ... and imagination.
6. Montessori believed the work of the second plane child is the formation of intellectual ... , of moral sense, and of social organization.
7. Four core aspects of Montessori school include ... life, sensorial, math, and language arts.

### *IV Insert the missing preposition.*

1. Montessori saw different characteristics, learning modes, and developmental imperatives active in each of planes, and called ... educational approaches specific to each period.
2. The first plane extends ... birth to around six years of age.
3. ... the first period, Montessori observed that the child undergoes striking physical and psychological development.



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4. Montessori observed and discovered periods of special sensitivity ... particular stimuli which she called the "sensitive periods".

5. During the second period, Montessori observed physical and psychological changes ... children.

6. The third plane of development extends from around twelve years to around eighteen years of age, encompassing the period ... adolescence.

7. Montessori wrote comparatively little ... the fourth period and did not develop an educational program for the age.

## ADDITIONAL PRACTICE

*1. Skim the text to find out the development of different selves. What are the main features of each self- concept?*

## CHILDREN'S CONCEPT DEVELOPMENT

During early childhood, children start to develop a "self-concept," the attributes, abilities, attitudes and values that they believe define them. By age 3, (between 18 and 30 months), children have developed their Categorical Self, which is concrete way of viewing themselves in "this or that" labels. For example, young children label themselves in terms of age "child or adult" gender "boy or girl" physical characteristics "short or tall" and value, "good or bad." The labels are used to explain children's self-concept in very concrete, observable terms. For example, Seth may describe himself this way: "I'm 4. I have blue eyes. I'm shorter than Mommy. I can help Grandma set the table!" When asked, young children can also describe their self-concept in simple emotional and attitude descriptions. Seth may go on to say, "Today, I'm happy. I like to play with Amy." However, preschoolers typically do not link their separate self-descriptions into an integrated self-portrait. In addition, many 3-5 year olds are not aware that a person can have opposing characteristics. For example, they don't yet recognize that a person can be both "good" and "bad".



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As long-term memory develops, children also gain the Remembered Self. The Remembered Self incorporates memories (and information recounted by adults about personal events) that become part of an individual's life story (sometimes referred to as autobiographical memory). In addition, young children develop an Inner Self, private thoughts, feelings, and desires that nobody else knows about unless a child chooses to share this information.

Because early self-concepts are based on easily defined and observed variables, and because many young children are given lots of encouragement, Preoperational children often have relatively high self-esteem (a judgment about one's worth). Young children are also generally optimistic that they have the ability to learn a new skill, succeed, and finish a task if they keep trying, a belief called "Achievement-Related Attribution or sometimes "self-efficacy". Self-esteem comes from several sources, such as school ability, athletic ability, friendships, relationships with caregivers, and other helping and playing tasks.

As with emotional development, both internal and external variables can affect young children's self-concept. For example, a child's temperament can affect how they view themselves and their ability to successfully complete tasks. Children with easy temperaments are typically willing to try things repeatedly and are better able to handle frustrations and challenges. In contrast, children with more difficult temperaments may become more easily frustrated and discouraged by challenges or changes in the situation.

*II. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

### **Entitle the text**

External factors, such as messages from other people, color how children view themselves. Young children with parents, caregivers, and teachers providing them with positive feedback about their abilities and attempts to succeed (even if they aren't



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successful the first time) usually have higher self-esteem. On the contrary, when parents, caregivers, or teachers are regularly negative or punitive toward children's attempts to succeed, or regularly ignore or downplay those achievements, young children will have a poor self-image and a lower self-esteem.

Peers also have an impact on young children's self-concept. Young children who have playmates and classmates that are usually nice and apt to include the child in activities will develop a positive self-image. However, a young child who is regularly left out, teased, or bullied by same-age or older peers can develop low self-esteem.

Each child is unique, and he or she may respond to different environments in different ways. Some young children are naturally emotionally "resilient" in certain situations. Resilient children experience or witness something seemingly negative or harmful, without experiencing damage to their self-esteem or emotional development. Resilience not only enables such individuals to withstand life stress, but quite often these children become high achievers. This ability also helps resilient children to maintain good health and to resist mental and physical illnesses. For example, many young children who are severely physically and/or emotionally bullied perform poorly in school, become aggressive or withdrawn, or depressed or anxious. Resilient children experience that same bullying and show no signs or symptoms that the experience has negatively impacted them.



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## UNIT 10. JEAN PIAGET -SWISS PSYCHOLOGIST

### *I. Enrich your vocabulary*

valid, *adj.* – обоснованный, правильный

resemble, *v.* – иметь сходство, походить

epistemology, *n.* – теория познания

orderliness, *n.* – организованность, упорядоченность

ingenious, *adj.* – оригинальный, замысловатый

revealing, *adj.* – откровенный

sophisticated, *adj.* – сложный, замысловатый

reversibility, *n.* – обратимость

### *II. Match the words and their definitions.*

- |                  |  |
|------------------|--|
| 1) notion        | a) a statement that is assumed to be true and from which a conclusion can be drawn       |
| 2) to resemble   | b) combining clever conception and facetious expression                                  |
| 3) to master     | c) to bear the similitude of, either in appearance or qualities                          |
| 4) ingenious     | d) to gain the command of, so as to understand or apply; to become an adept in           |
| 5) assumption    | e) a vague idea in which some confidence is placed                                       |
| 6) sophisticated | f) serial arrangement in which things follow in logical order or a recurrent pattern     |
| 7) sequence      | g) having or appealing to those having worldly knowledge and refinement and savoir-faire |



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**III. Match the words with the ones with the similar meanings.**

- |                  |                 |
|------------------|-----------------|
| 1) notion        | a) postulate    |
| 2) to resemble   | b) imaginative  |
| 3) to master     | c) to look like |
| 4) ingenious     | d) to control   |
| 5) assumption    | e) idea         |
| 6) sophisticated | f) series       |
| 7) sequence      | g) complicated  |

**IV. Match the words with the ones with the opposite meanings.**

- |                  |                  |
|------------------|------------------|
| 1) valid         | a) changing      |
| 2) ability       | b) difference    |
| 3) separate      | c) unimaginative |
| 4) permanent     | d) primitive     |
| 5) similarity    | e) connected     |
| 6) ingenious     | f) inability     |
| 7) sophisticated | g) invalid       |

**READING**

***I. Read the text and pick out information a) of primary importance and b) new to you.***

Jean Piaget, a Swiss psychologist, was the first to make a systematic study of the acquisition of understanding in children. He is thought by many to have been the major figure in 20th-century developmental psychology.

Jean Piaget took the intellectual functioning of adults as the central phenomenon to be explained and wanted to know how an adult acquired the ability to think logically and to draw valid conclusions about the world from evidence. Piaget's theory rests on the fundamental notion that the child develops through stages until he arrives at a stage



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of thinking that resembles that of an adult. Piaget saw the child as constantly creating and re-creating his own model of reality, achieving mental growth by integrating simpler concepts into higher-level concepts at each stage. He argued for a “genetic epistemology,” a timetable established by nature for the development of the child’s ability to think, and he traced four stages in that development. He described the child during the first two years of life as being in a sensorimotor stage, chiefly concerned with **mastering** his own innate physical reflexes and extending them into pleasurable or interesting actions. During the same period, the child first becomes aware of himself as a separate physical entity and then realizes that the objects around him also have a separate and permanent existence. In the second, or preoperational, stage, roughly from age two to age six or seven, the child learns to manipulate his environment symbolically through inner representations, or thoughts, about the external world. During this stage he learns to represent objects by words and to manipulate the words mentally, just as he earlier manipulated the physical objects themselves. In the third, or concrete operational, stage from age 7 to age 11 or 12 occur the beginning of logic in the child’s thought processes and the beginning of the classification of objects by their similarities and differences. During this period the child also begins to grasp concepts of time and number. The fourth stage, the period of formal operations, begins at age 12 and extends into adulthood. It is characterized by an orderliness of thinking and a mastery of logical thought, allowing a more flexible kind of mental experimentation. The child learns in this final stage to manipulate abstract ideas, make hypotheses, and see the implications of his own thinking and that of others.

Piaget’s concept of these developmental stages caused a reevaluation of older ideas of the child, of learning, and of education. If the development of certain thought processes was on a genetically determined timetable, simple reinforcement was not sufficient to teach concepts; the child’s mental development would have to be at the proper stage to assimilate those concepts. Thus, the teacher became not a transmitter of knowledge but a guide to the child’s own discovery of the world.

Piaget reached his conclusions about child development through his observations of and conversations with his own children, as well as others. He asked them **ingenious** and



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revealing questions about simple problems he had devised, and then he formed a picture of their way of viewing the world by analyzing their mistaken responses.

One of Piaget's fundamental **assumptions** is that early intellectual growth arises primarily out of the child's interactions with objects in the environment. For example, Piaget believed that as a two-year-old child repeatedly builds and knocks down a tower of blocks, he is learning that the arrangement of objects in the world can be reversed. According to Piaget, children organize and adapt their experiences with objects into increasingly sophisticated cognitive models that enable them to deal with future situations in more effective ways. The older child, for instance, who has learned the concept of reversibility, will be able to execute an intelligent and logical search for a missing object, retracing his steps, for example, in order to determine where he may have dropped a set of keys. As children pass through successive stages of cognitive development, their knowledge of the world assumes different forms, with each stage building on the models and concepts acquired in the preceding stage. An important structure in Piaget's theory of cognitive development is the operation, which is a cognitive structure that the child uses to transform, or "operate on," information. Children learn to use operations that are flexible and fully reversible in thought; the ability to plan a series of moves in a game of checkers and then mentally retrace one's steps to the beginning of that sequence is one such example of an operation.

## *II. Match the beginning and the end of the sentences.*

- |   |  |
|---|--|
| 1) Jean Piaget, a Swiss psychologist, was the first to make a systematic study  | a) that the child develops through stages until he arrives at a stage of thinking that resembles that of an adult. |
| 2) Jean Piaget took the intellectual functioning of adults as the central phenomenon to be explained and wanted to know | b) achieving mental growth by integrating simpler concepts into higher-level concepts at each stage.               |



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- 3) Piaget's theory rests on the fundamental notion
- 4) Piaget saw the child as constantly creating and re-creating his own model of reality,
- 5) Piaget described the child during the first two years of life as being in a sensorimotor stage,
- 6) At the concrete operational stage from age 7 to age 11 or 12 occur the beginning of logic in the child's thought processes
- 7) According to Piaget, children organize and adapt their experiences with objects
- c) chiefly concerned with mastering his own innate physical reflexes and extending them into pleasurable or interesting actions.
- d) into increasingly sophisticated cognitive models that enable them to deal with future situations in more effective ways.
- e) and the beginning of the classification of objects by their similarities and differences.
- f) of the acquisition of understanding in children.
- g) how an adult acquired the ability to think logically and to draw valid conclusions about the world from evidence.

### ***III. Answer the following questions.***

1. What was the notion Piaget's theory rested on?
2. How do children according to Piaget achieve their mental growth?
3. What is a sensorimotor stage in a child's development characterized by?
4. What happens in the second, or preoperational, stage of a child's development?
5. What does a child learn during the second stage?
6. How does a child classify objects in the third stage?
7. How do children, according to Piaget, organize and adapt their experiences with objects?



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Закреть

#### *IV. Summarize the main ideas of the text.*

### VOCABULARY FOCUS

#### *I. Insert the missing word.*

*manipulate*

*education*

*thinking*

*objects*

*logic*

*sensormotor*

*acquisition*

1. Jean Piaget, a Swiss psychologist, was the first to make a systematic study of the ... of understanding in children.

2. Piaget's theory rests on the fundamental notion that the child develops through stages until he arrives at a stage of ... that resembles that of an adult.

3. Jean Piaget described the child during the first two years of life as being in a ... stage

4. In the second stage, roughly from age two to age six or seven, the child learns to ... his environment symbolically through inner representations, or thoughts, about the external world.

5. During the second stage he learns to represent ... by words and to manipulate the words mentally.

6. In the third, or concrete operational, stage from age 7 to age 11 or 12 occur the beginning of ... in the child's thought processes.

7. Piaget's concept of the developmental stages caused a reevaluation of older ideas of the child, of learning, and of ... .

#### *IV Insert the missing preposition.*

1. Jean Piaget, a Swiss psychologist, was the first to make a systematic study of the acquisition of understanding ... children.



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2. Piaget's theory rests ... the fundamental notion that the child develops through stages until he arrives at a stage of thinking that resembles that of an adult.

3. One of Piaget's fundamental assumptions is that early intellectual growth arises primarily... of the child's interactions with objects in the environment.

4. Piaget believed that as a two-year-old child repeatedly builds and knocks ... a tower of blocks, he is learning that the arrangement of objects in the world can be reversed.

5. According to Piaget, children organize and adapt their experiences ... objects into increasingly sophisticated cognitive models that enable them to deal with future situations in more effective ways.

6. The older child, for instance, who has learned the concept of reversibility, will be able to execute an intelligent and logical search ... a missing object, retracing his steps in order to determine where he may have dropped a set of keys.

7. An important structure in Piaget's theory ... cognitive development is the operation, which is a cognitive structure that the child uses to transform, or "operate on," information.

## ADDITIONAL PRACTICE

*Skim the text to find out different points of view on education. How do various authors express their attitude toward the aims of education? How did they change throughout the time?*

## PURPOSE OF EDUCATION

There is no broad consensus as to what education's chief aim or aims are or should be. Different places, and at different times, have used educational systems for different purposes. The Prussian education system in the 19th century, for example, wanted to turn boys and girls into adults who would serve the state's political goals.

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Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.

The purpose of education in a given time and place affects who is taught, what is taught, and how the education system behaves. For example, in the 21st century, many countries treat education as a positional good. In this competitive approach, people want their own students to get a better education than other students. This approach can lead to unfair treatment of some students, especially those from disadvantaged or marginalized groups. For example, in this system, a city's school system may draw school district boundaries so that nearly all the students in one school are from low-income families, and that nearly all the students in the neighboring schools come from more affluent families, even though concentrating low-income students in one school results in worse educational achievement for the entire school system.

*III. Using cliches from the Supplementary write an annotation of the text.*

*III. Read the text and define its main idea. Translate the text in writing.*

## PHILOSOPHY OF EDUCATION

As an academic field, philosophy of education is "the philosophical study of education and its problems (...) its central subject matter is education, and its methods are those of philosophy". "The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be metadisciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline." As such, it is



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both part of the field of education and a field of applied philosophy, drawing from fields of metaphysics, epistemology, axiology and the philosophical approaches (speculative, prescriptive or analytic) to address questions in and about pedagogy, education policy, and curriculum, as well as the process of learning, to name a few. For example, it might study what constitutes upbringing and education, the values and norms revealed through upbringing and educational practices, the limits and legitimization of education as an academic discipline, and the relation between education theory and practice.

## Раздел контроля знаний

### Грамматические тесты

Test 1  
Test 2  
Test 3  
Test 4  
Test 5  
Test 6  
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Test 8  
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Test 10

Test 11  
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Закреть

EXAMINATION LEXICAL GRAMMAR TEST

**I. Choose the right word:** *compete, mature, intelligence, self-discipline, personality*

1. An individual's ... quotient is his mental age, shown by intelligence test.
2. The best way to keep discipline for teachers is to develop the student's ....
3. Children from an early age seek to ... against and to surpass their fellows.
4. Young children are not enough ... to resist heavy bias in teaching.
5. A ... test is to reveal a person's moods, attitudes, opinions, motivations, style of speaking and acting.

**II. Choose the right definition:**

- |                     |  |
|---------------------|--|
| 1. child psychology | a) correction or regulation of oneself for the sake of Improvement   |
| 2. self-discipline  | b) a process of gaining and assimilating knowledge, skills, and habits through individual experience and study                                   |
| 3. learning         | c) the study of the psychological processes of children  |
| 4. higher education | d) an educational establishment that offers free education and receives money from a Local Educational Authority or directly from the government |
| 5. state school     | e) education given in postsecondary institutions of learning and affording a named degree or a diploma   |



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Закреть

### III. Multiple choice:

1. He (wait) for me when I (arrive).  
a) waited    b) was waiting    c) had waited  
a) arrived    b) will arrive    c) was arriving
- 2) I can't find my key. I (look) for it for an hour already.  
a) looked    b) was looking    c) have been looking
3. Look! Somebody (try) to open your car.  
a) is trying    b) was trying    c) tries
4. When I arrived at the party, Tom (go) already home,  
a) went    b) would go    c) had gone
5. The train (leave) at 5.00 p.m.  
a) is leaving    b) leaves    c) will leave
6. If I (be) you I would help my friend.  
a) were    b) will be    c) had been
7. The work (do) tomorrow.  
a) will do    b) is done    c) will be done
8. If I had known that you were ill I (come) to see you.  
a) would have come    b) would come    c) will come
- 9.1 wish it(stop) raining.  
a) stopped    b) had stopped    c) would stop
10. The letter (post) a week ago.  
a) posted    b) was posted    c) has been posted



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## TEXT FOR WRITTEN TRANSLATION

### COGNITIVE DEVELOPMENT

The mental activities involved in the acquisition, processing, organization, and use of knowledge are collectively termed cognition. These activities include selective attention, perception, discrimination, interpretation, classification, recall and recognition memory, evaluation, inference, and deduction. The cognitive structures that are involved in these processes include schemata, images, symbols, concepts or categories, and propositions. A schema is an abstract representation of the distinctive characteristics of an event. These representations are not photographic copies or visual images but are more like schematic blueprints that emphasize the arrangement of a set of salient elements, which supply the schema with distinctiveness and differentiate it from similar events. The child's ability to recognize the face of another person is mediated by a schema, for example. Young children already display a remarkable ability to generate and store schemata. Another type of early cognitive unit is the image; this is a mental picture, or the reconstruction of a schema, that preserves the spatial and temporal detail of the event.

Symbols represent the next level of abstraction from experience; they are arbitrary names for things and qualities. Common examples of symbols are the names for objects, letters, and numbers. Whereas a schema or image represents a specific experience, such as a sight or sound, a symbol is an arbitrary representation of an event. The letter A is a symbol, and children use schemata, images, and symbols in their mastery of the alphabet. Symbols are used in the development of higher cognitive units called concepts. A concept, or category, may be thought of as a special kind of symbol that represents a set of attributes common to a group of symbols or images. The concept represents a common attribute or meaning from a diverse array of experiences, while a symbol stands for a particular class of events. Concepts are used to sort specific experiences into general rules or classes, and conceptual thinking refers to a person's subjective manipulations of those abstract classes.



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## TEXT FOR ANNOTATION

Imitation may be defined as behaviour that selectively duplicates that of another person. Like symbolism, it is a basic capacity that is inherent in human nature. Infants engage in selective imitation by seven or eight months of age, and their imitations become more frequent and complex during the next two to three years. One-year-olds already imitate the gestures, speech sounds, and instrumental actions that they see performed by people around them. They also become capable of imitating an act some time after they have actually observed it; for example, one-year-olds may imitate an action they witnessed one day earlier. Children often imitate the instrumental behaviours of parents, like cleaning or feeding, but are less likely to imitate emotional expressions or parental behaviours that have no instrumental goal. Children are also more likely to imitate their parents than their siblings or characters they see on television.

Children imitate others for a variety of reasons. They are most likely to imitate those acts over which they feel some uncertainty regarding their ability to perform. If they are too uncertain, they will cry; if they are absolutely certain they can perform an act, they are less likely to imitate it. Children also imitate actions that win parental approval or attention or that enhance their similarity to other persons they want to be like (e.g., a boy imitating his father).



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# Вспомогательный раздел

## Глоссарий

### А

**Acceleration** – a growth and puberty of children and teenagers in comparison with the previous generations.

**Acquisition** – the cognitive process of acquiring skills or knowledge

**Adaptation** – is an ability of the person actively to cooperate with social environment and to use its potential for own development.

**Adolescence** – is a transitional stage of physical and psychological human development generally occurring between puberty and legal adulthood (age of majority). The period of adolescence is most closely associated with the teenage years, although its physical, psychological and cultural expressions can begin earlier and end later. For example, although puberty has been historically associated with the onset of adolescent development, it now typically begins prior to the teenage years and there has been a normative shift of it occurring in preadolescence, particularly in females (see early and precocious puberty). Physical growth, as distinct from puberty (particularly in males), and cognitive development generally seen in adolescence, can also extend into the early twenties. Thus chronological age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence. A thorough understanding of adolescence in society depends on information from various perspectives, most importantly from the areas of psychology, biology, history, sociology, education, and anthropology.

**Adoption** – is a legal process where parental rights are transferred from birth parents to adoptive parents.

**Adoptive parent** – person(s) who legally assume parental rights/responsibilities for adopted child.



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**Adoption petition** – the legal document through which prospective parents request the court's permission to adopt a specific child.

**Advancement** – gradual improvement or growth or development.

**Affect** – a strong, short-term, roughly proceeding psychological condition, emotional «explosion» (rough pleasure, a grief, horror, anger). A person under the affect has no control over the behavior.

**Affiliation** – need of the person for communication, for emotional contacts. It is shown in aspiration to be the member of group, to cooperate with people around, to assist associates and to accept the help of others. Existence of this requirement is one of preconditions of determination of professional suitability of the teacher.

**Age of consent** – rarely appears in legal statutes, it is used in relation to sexual activity, the age of consent is the minimum age at which a person is considered to be legally competent to consent to sexual acts. The European Union calls it the legal age for sexual activities. It should not be confused with the age of majority, age of criminal responsibility, the marriageable age, the voting age, the drinking age, driving age, or other purposes. Laws vary widely, and while most jurisdictions set the age of consent in the range 15 to 18, outliers with ages of consent as low as 13 and as high as 20 exist.

**Aggression** – angry or threatening behavior or feelings that often result in fighting. E.g.: Television violence can encourage aggression in children.

**Aggressive** – behaving in an angry, threatening way, as if you want to fight or attack someone.

E.g.: Teachers apparently expect a certain amount of aggressive behavior from boys.

**Allegation** – an accusation of physical, emotional or sexual abuse, or serious neglect, of a child or young person by a foster caregiver or other member of the foster family.

**Allowance** – this is a payment given to foster caregivers to cover the cost of the child's care including food, clothing, transport and pocket money.

**Altruism** – the selfless concern for the welfare of others; when you care about or help other people, even though this brings no advantage to yourself.



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**Altruistic** – behavior shows that you care about and will help other people even though this brings no advantage to yourself.

**Ambidexterity** – ability equally successfully to use both right, and the left hand.

**Ambition** – is the desire for personal achievements.

**Anti-social behavior** – actions deviating sharply from the social norm. Children with such behaviors commonly skip school, get into fights, run away from home, persistently lie, use drugs or alcohol, steal, vandalize property and violate school and home rules. Anti-social behaviour (with or without hyphen) is behaviour that lacks consideration for others and may cause damage to the society, whether intentionally or through negligence. This is opposed to pro- social behaviour, which is behaviour that helps or benefits the society.

**Anthropology** – classification and analysis of humans and their society, descriptively, culturally, historically, and physically. Its unique contribution to studying the bonds of human social relations has been the distinctive concept of culture. It has also differed from other sciences concerned with human social behavior (especially sociology) in its emphasis on data from nonliterate peoples and archaeological exploration. Emerging as an independent science in the mid-19th cent., anthropology was associated from the beginning with various other emergent sciences, notably biology, geology, linguistics, psychology, and archaeology.

**Anthropology** (pedagogical) – philosophical base of education which allows understanding education structure, having only correlated it with structure of complete human nature.

**Anthropological humanistic principle** (in pedagogy) – the organization of teaching and educational process according to laws of development of a children's organism and personality formation.

**Anxiety** (also called angst or worry) – is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. It is the displeasing feeling of fear and concern. Anxiety is considered to be a normal reaction to



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a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

**Apathy** – the feeling of not being interested in something, and not willing to make any effort to change or improve things.

**Approach** – a set of principles about teaching including views on method, syllabus, and a philosophy of language and learning. Approaches have theoretical backing with practical applications.

**Appropriate** – suitable for a particular person, place, condition, etc.

**Approval** – a feeling of liking something or someone good.

**Aptitude** – is a component of a competency to do a certain kind of work at a certain level, which can also be considered «talent». Aptitudes may be physical or mental. Aptitude is not knowledge, understanding, learned or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to achievement, which represents knowledge or ability that is gained.

**Aristotle** (384 BC–322 BC) – was a Greek philosopher and polymath, a student of Plato and teacher of Alexander the Great. His writings cover many subjects, including physics, metaphysics, poetry, theater, music, logic, rhetoric, linguistics, politics, government, ethics, biology, and zoology. Together with Plato and Socrates (Plato's teacher), Aristotle is one of the most important founding figures in Western philosophy. Aristotle's writings were the first to create a comprehensive system of Western philosophy, encompassing morality, aesthetics, logic, science, politics, and metaphysics.

**Archetype** – term whose earlier meaning, «original model», or «prototype», has been enlarged by C. G. Jung and by several contemporary literary critics. A Jungian archetype is a thought pattern that finds worldwide parallels, either in cultures or in individuals. Jung believed that such archetypal images and ideas reside in the unconscious level of the mind of every human being and are inherited from the ancestors of the race. They form the substance of the collective unconscious.



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**Asociality** – refers to the lack of a strong motivation to engage in social interaction and/or the preference for solitary activities. Asocial is distinct from antisocial as the latter implies an active dislike or antagonism toward other people or the general social order. The condition is often confused with misanthropy. Asociality is a symptom frequently observed in schizophrenia patients. It is characterised by an inability to 'empathise', to feel intimacy with, or to form close relationships with others.

**Authoritative** – behaving or speaking in a confident, determined way that makes people respect and obey you.

E.g.: This teacher has a commanding presence and an authoritative voice.

**Authoritative education** – educational concept where students obey a teacher, and a student is an object of educational activities.

**Autism** – is a disorder of neural development characterized by impaired social interaction and communication, and by restricted and repetitive behavior. The diagnostic criteria require that symptoms become apparent before a child is three years old. Autism affects information processing in the brain by altering how nerve cells and their synapses connect and organize; how this occurs is not well understood.

**Assert** – insist on having one's opinions and rights recognized

**Assessment** – this is the process undertaken to ensure that a person is suitable to become a foster caregiver. The assessment process includes interviews, training, references and other checks.

**Assumption** – a statement that is assumed to be true and from which a conclusion can be drawn

**Attachment** – a connection that fastens things or people together

**Attention deficit hyperactivity disorder (ADHD)** – is a developmental disorder. It is characterized primarily by the co-existence of hyperactivity, with each behavior occurring infrequently alone and symptoms starting before seven years of age. ADHD is the most commonly studied and diagnosed psychiatric disorder in children, affecting about 3 to 5 percent of children globally and diagnosed in about 2 to 16 percent of



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school-aged children. It is a chronic disorder with 30 to 50 percent of those individuals diagnosed in childhood continuing to have symptoms into adulthood. Adolescents and adults with ADHD tend to develop coping mechanisms to compensate for some or all of their impairments.

**Attraction** – a sympathy emergence, installation on other person, as on attractive. Attraction is an important indicator professional pedagogical suitability.

**Axiology** – philosophical doctrine about material, cultural, spiritual, moral and psychological values of the personality, collective, society, their ratio with the reality world, change of valuable and standard system in the course of historical development. Axiology studies mainly two kinds of values: ethics and aesthetics. Ethics investigates the concepts of «right» and «good» in individual and social conduct. Aesthetics studies the concepts of «beauty» and «harmony».

## B

**Baby categorization** – many babies could be categorized (according to Thomas, Chess, Birch, Hertzig and Korn) into one of three groups: easy, difficult, and slow-to-warm-up. Not all children can be placed in one of these groups. Each category has its own strength and weakness and one is not superior to another. Thomas, Chess, Birch, Hertzig and Korn showed that Easy babies readily adapt to new experiences, generally display positive moods and emotions and also have normal eating and sleeping patterns. Difficult babies tend to be very emotional, irritable and fussy, and cry a lot. They also tend to have irregular eating and sleeping patterns. Slow-to-warm- up babies have a low activity level, and tend to withdraw from new situations and people. They are slow to adapt to new experiences, but accept them after repeated exposure. Thomas, Chess, Birch, Hertzig and Korn found that these broad patterns of temperamental qualities are remarkably stable through childhood. These traits are also found in children across all cultures.



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**Behavior** – the aggregate of the responses or reactions or movements made by an organism in any situation

**Behavioral autonomy** – a demand to make decisions in personal issues; an ability to resist life situations which interfere into self-changing or self-determination, or self-fulfillment.

**Behavior genetics** – is the study of genes that may influence behavior.

**Behaviorism** – the direction in psychology of the XX century, ignoring the phenomena of consciousness, mentality and entirely reducing behavior of the person to physiological reactions of an organism to environment influence.

**Belief** (in psychology) – the special condition of mentality consisting in complete and unconditional acceptance by the person to. Is based on authority, on intuition, on respect for another's experience and traditions. In pedagogical interaction a lot of things depend on degree of belief by students in words and actions of the teacher.

## C

**Caregiver** – a person who is responsible for attending to the needs of a child or dependent adult

**Catharsis** (from Greek «catharsis» – clarification) – a method based on a phenomenon of release of the personality from emotions injuring it by the story, reminiscence, a strong emotional discharge and liberation.

**Character** – in psychology, the individual's inner content as a well-established structural whole; a person's «temper,» or disposition, as manifested in the individual's actions, psychic states, mannerisms, habits, and mode of thought, as well as in the peculiarly human sphere of the emotions. Character is the basis of individual behavior. The study of character is called characterology.

**Care plan** – every child in care should have a care plan which will include details of their needs and how these will be met, and contain information about their placement and the longer-term planning for their care.



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**Charisma** (from the Greek, means «favor given» or «gift of grace») has two senses: compelling attractiveness or charm that can inspire devotion in others; a divinely conferred power or talent. Since the 1950s, the term has become widely used, with varying meanings, in religion, the social sciences, the media, and throughout Western societies.

**Children's services** – part of a local authority that has responsibility for providing services to children and young people, including the provision of foster care.

**CIN** – abbreviation used for Child in Need.

**Childhood** – the age span ranging from birth to adolescence. In developmental psychology, childhood is divided up into the developmental stages of toddlerhood (learning to walk), early childhood (play age), middle childhood (school age), and adolescence (puberty through post-puberty). On the age periodization accepted in pedagogics, the childhood considered the period till 11 years, which includes: infancy – till 1 year; the early childhood – till 3 years; preschool age – till 7 years; younger school age – till 10–11 years.

**Childhood obesity** – is a condition where excess body fat negatively affects a child's health or wellbeing. Due to the rising prevalence of obesity in children and its many adverse health effects it is being recognized as a serious public health concern. The term overweight rather than obese is often used in children as it is less stigmatizing.

**Child prodigy** – the child possessing hyper abilities; an individual who is a master of one or more skills or arts at an early age.

**Child psychology** – the study of the mental, emotional, and behavioral development of infants and children.

**Child's social worker** – this is a social worker who is provided by the responsible authority to work with a child and to plan for their care. They are also responsible for meeting with the child to ensure that their needs are being met.

**Child socialization** – all children go through stages of social development. An infant or very young child will play alone happily. If another child wanders onto the scene, he or she may be physically attacked or pushed out of the way. Next, the child is able to



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play with another child, gradually learning to share and take turns. Eventually, the group grows larger, to three or four children. By the time a child enters kindergarten, he or she is usually able to join in and enjoy group experiences.

**Children with ADHD and learning disabilities** – may need extra help in developing social skills. The impulsive characteristics of an ADHD child may lead to poor peer relationships. Children with poor attention spans may not tune in to social cues in their environment, making it difficult for them to learn social skills through experience.

**Climate of social and psychological collective** – the emotional atmosphere developing in collective and reflecting system of the interpersonal relations in it. The climate depends on degree of collective unity, satisfaction of people' activity, process and result of the activity and carries out consolidating, stimulating, stabilizing and regulating functions.

**Cognition** – refers to mental processes. These processes include attention, memory, producing and understanding language, solving problems, and making decisions. Cognition is studied in various disciplines such as psychology, philosophy, linguistics, science and computer science. Usage of the term varies in different disciplines; for example in psychology and cognitive science, it usually refers to an information processing view of an individual's psychological functions. It is also used in a branch of social psychology called social cognition to explain attitudes, attribution and groups dynamics.

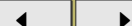
**Cognitive activity** – is a type of activity that brings the social change by evolving the way we think about things, reframing debates or redefining terms.

**Cognitive science** – is the interdisciplinary scientific study of the mind and its processes. It examines what cognition is, what it does and how it works. It includes research on intelligence and behavior, especially focusing on how information is represented, processed, and transformed (in faculties such as perception, language, memory, reasoning, and emotion) within nervous systems (human or other animal) and machines (e.g. computers). Cognitive science consists of multiple research disciplines, including psychology, artificial intelligence, philosophy, neuroscience, linguistics, anthropology, sociology, and education.



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**Collaboration** – working with someone else for a special purpose

**Collective identity** – may refer to a variety of concepts. These concepts generally pertain to phenomena where an individuals' perceived membership in a social group impacts upon their own identity in some way. The idea of a collective identity has received attention in a wide variety of academic fields.

**Collective unconscious** – is a term of analytical psychology, coined by Carl Jung. It is proposed to be a part of the unconscious mind, expressed in humanity and all life forms with nervous systems, and describes how the structure of the psyche autonomously organizes experience. Jung distinguished the collective unconscious from the personal unconscious, in that the personal unconscious is a personal reservoir of experience unique to each individual, while the collective unconscious collects and organizes those personal experiences in a similar way with each member of a particular species.

**Conflict (social)** – is the struggle for agency or power in society. Social conflict or group conflict occurs when two or more actors oppose each other in social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them. It is a social relationship wherein the action is oriented intentionally for carrying out the actor's own will against the resistance of other party or parties.

**Conversation** – a question-reciprocal method of involvement of students into discussion, the analysis of acts and development of moral estimates; a method of obtaining information on the basis of verbal communication; training method.

**Communication** – is the activity of conveying information. Communication has been derived from the Latin word «communis», meaning to share. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender. Feedback is critical to effective communication between parties.



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**Communication barrier** – the difficulties arising during the communication, serving as the reason of the conflicts or interfering mutual understanding and interaction.

**Compassion** – is the virtue of empathy for the suffering of others. It is regarded as a fundamental part of human love, and a cornerstone of greater social interconnection and humanism – foundational to the highest principles in philosophy, society, and personhood. Compassion is often regarded as emotional in nature, and there is an aspect of compassion which regards a quantitative dimension, such that individual's compassion is often given a property of «depth», «vigour», or «passion». The etymology of «compassion» is Latin, meaning «co-suffering». The English noun compassion, means»to suffer together with», comes from the Latin.

**Competence** (human resources) – a standardized requirement for an individual to properly perform a specific job.

**Confirmation** – additional proof that something that was believed ( some fact or hypothesis or theory) is correct.

**Conformity** – is the act of matching attitudes, beliefs, and behaviors to group norms. Norms are implicit rules shared by a group of individuals, that guide their interactions with others and among society or social group. This tendency to conform occurs in small groups and/or society as a whole, and may result from subtle unconscious influences, or direct and overt social pressure. Conformity can occur in the presence of others, or when an individual is alone. For example, people tend to follow social norms when eating or watching television, even when alone.

**Connected person** – a connected person who is a family member (whether by birth or marriage/civil partnership), friend of, or other person who is known to, the child. They can be child minders, teachers, youth workers or others working in a professional capacity with the child.

**Contact** – the process whereby children stay in touch with people who are important to them, including relatives such as parents and grandparents as well as others, such as former foster caregivers.



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**Content analysis** – systematic analysis of the content rather than the structure of a communication, such as a written work, speech, or film, including the study of thematic and symbolic elements to determine the objective or meaning of the communication.

**Conscious** – knowing and perceiving; having awareness of surroundings and sensations and thoughts.

**Consciousness** – is the quality or state of being aware of an external object or something within oneself. It has been defined as: subjectivity, awareness, the ability to experience or to feel, wakefulness, having a sense of selfhood, and the executive control system of the mind. Despite the difficulty in definition, many philosophers believe that there is a broadly shared underlying intuition about what consciousness is.

**Conversation** – a question-answer way of student involvement into discussion and the analysis of acts and developments of moral estimates.

**Correctional education** – creation of conditions for the adaptation to life in society, overcoming or weakening of barriers or defects of people ‘development in organizations created especially for this purpose.

**Correctional Education Association** – is the professional organization for educators who work in adult correctional and juvenile justice facilities internationally. Although based in the United States of America, where most of its members work, it has made great advances in encouraging members from outside the US to become active members from outside the US to become active members of the organization. The CEA provides a host of services to its members. These include the following: a peer-reviewed international journal, a quarterly newsletter, annual membership and resource directory, a satellite-based network for inmate instructional and staff training programs, an accreditation system for prison, jail, and juvenile school programs, a website and list serves for its special interest groups, under- graduate and graduate online courses for educators, and many more services.

**Critical thinking** – ability to analyze information from logic positions, ability to take out reasonable judgments, decisions and to apply the received results as to standard, and



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to non-standard situations, questions and problems. To this process openness is inherent in new ideas.

**Crowd psychology** – is a branch of social psychology. Ordinary people can typically gain direct power by acting collectively. Historically, because large groups of people have been able to bring about dramatic and sudden social change in a manner that bypasses established due process, they have also provoked controversy. Social scientists have developed several different theories for explaining crowd psychology, and the ways in which the psychology of the crowd differs significantly from the psychology of those individuals within it. At a general level, crowd psychology is concerned with the behavior and thought processes of individual crowd members and the crowd as a whole.

**Curiosity** – situational interest to something.

## D

**Debate** – dispute, a way of mobilization of students' activity for development of the correct judgments and opinions; a way of training to fight against wrong representations and concepts, an ability to conduct polemic to protect the views, to convince other people.

**Delegated authority** – this is where the responsibility for making day to day decisions about a child has been passed to the foster caregiver. This can include decisions around activities, haircuts and overnight stays amongst other things.

**Depression** – the affective condition, being characterized as a negative emotional background and the general passivity (depression) of behavior.

**Decentralization** – ability of the person to refuse the personal egoistical interests, ambitions and ability to think alternatively.

**Demography** – is the statistical study of human populations and sub- populations. It can be a very general science that can be applied to any kind of dynamic human population, that is, one that changes over time or space. It encompasses the study of the size, structure, and distribution of these populations, and spatial and/or temporal changes in them in response to birth, migration, aging and death.



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**Deontology (pedagogical)** – a science about professional behavior of the teacher; the professional ethics guaranteeing the relations of trust between participants of activity and communication; means of pedagogical competence, tolerance in relation to other people and their ideas, moral responsibility for educational activity and the decision.

**Developmental psychology** – the study of behavioral change through the life span.

**Deviance** – describes actions or behaviors that violate social norms, including formally-enacted rules (e.g. crime), as well as informal violations of social norms (e.g., rejecting folkways and mores). It is the purview of sociologists, psychologists, psychiatrists and criminologists to study how these norms are created, how they change over time and how they are enforced.

**Deviant** – a person whose behavior differs from a norm, especially a person whose behavior and attitudes differ from accepted social standards.

**Device** – arranged by systematic planning and united effort

**Dewey John** (1859–1952) – an American philosopher, psychologist and educational reformer whose ideas have been influential in education and social reform. Dewey was an important early developer of the philosophy of pragmatism and one of the founders of functional psychology. He was a major representative of progressive education and liberalism. Although Dewey is known best for his publications concerning education, he also wrote about many other topics, including experience, nature, art, logic, inquiry, democracy, and ethics. In his advocacy of democracy, Dewey considered two fundamental elements – schools and civil society – as being major topics needing attention and reconstruction to encourage experimental intelligence and plurality. Dewey asserted that complete democracy was to be obtained not just by extending voting rights but also by ensuring that there exists a fully formed public opinion, accomplished by effective communication among citizens, experts, and politicians, with the latter being accountable for the policies they adopt.

**Dialogical communication** – system of relationship of the master and pupils which is under construction on the basis of a spiritual community, mutual trust, frankness, goodwill.



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**Didactics** – the part of pedagogy opening theoretical bases of education and training. Studies regularities and specifics of education and training in various types of educational institutions.

**Didactic method** – is a teaching method that follows a consistent scientific approach or educational style to engage the student’s mind. The didactic method of instruction is often contrasted with dialectics and the Socratic method; the term can also be used to refer to a specific didactic method, as for instance constructivist didactics.

**Differentiated approach** (in social education) – one of ways of realization of humanistic pedagogical outlook, the solution of pedagogical tasks taking into account social and psychological features of students.

**Dignity** – the quality of being worthy of esteem or respect.

**Disability** – is defined as a reduced ability to perform tasks one would normally do at a given stage of life and that may result in stigmatization or discrimination against the person with disabilities. Disabilities affect everyone all over the world in some way. The citizens that are most affected are often the people who cannot afford the healthcare to treat their disability. Having a disability puts the person at higher risk of discrimination, poverty, and lowered life expectancy.

**Discussion** – abrupt questions for the purpose of finding of the right answer. In pedagogical process acts as one of methods of active training. Trainees should study the corresponding literature, to receive necessary information. During everyone has the right to state the point of view. Discussions form abilities to argue, prove, formulate a problem, etc.

**Diverse** – distinctly dissimilar or unlike.

**Domain** – an area of interest or an area over which a person has control.



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## E

**Eager** – having or showing keen interest or intense desire or impatient expectancy.

**Education** – the act or process of imparting or acquiring knowledge, skill, or judgment; any process, either formal or informal, that shapes the potential of a maturing organism. Informal education results from the constant effect of environment, and its strength in shaping values and habits cannot be overestimated. Formal education is a conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Techniques of instruction often reflect the attitudes of society, i.e., authoritarian groups typically sponsor dogmatic methods, while democratic systems may emphasize freedom of thought.

**Education concepts** – a frame of reference on the contents and duration of base subject studying matters in various types of educational institutions, a certain way of understanding of the purposes, tasks, the organizations of educational programs.

**Educational relations** – the version of human relations arising in educational interaction, directed on spiritual, moral, etc. development and improvement.

**Educational work** – purposeful activities for the organization of adults' and students activity, setting as the purpose a creation of conditions for high-grade development of the personality.

**Ego** – acts according to the reality principle; i.e. it seeks to please the id's drive in realistic ways that will benefit in the long term rather than bringing grief. The ego comprises the organized part of the personality structure that includes defensive, perceptual, intellectual-cognitive, and executive functions. Conscious awareness resides in the ego, although not all of the operations of the ego are conscious. Originally, Freud used the word ego to mean a sense of self, but later revised it to mean a set of psychic functions such as judgment, tolerance, reality testing, control, planning, and defense, synthesis of information, intellectual functioning, and memory. The ego separates out what is real. It helps us to organize our thoughts and make sense of them and the world around us. The ego is that part of the id which has been modified by the direct influence



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of the external world. The ego represents what may be called reason and common sense, in contrast to the id, which contains the passions in its relation to the id it is like a man on horseback, who has to hold in check the superior strength of the horse; with this difference, that the rider tries to do so with his own strength, while the ego uses borrowed forces.

**Egocentrism** – is when one is over preoccupied with their own internal world. Egocentrics regard oneself and one's own opinions or interests as most important or valid. Self-relevant information is seen to be more important in shaping one's judgments than do thoughts about others and other-relevant information. It also generates the inability to fully understand or to cope with other people's opinions and the fact that reality can be different from what they are ready to accept despite any change in their personal belief.

**Emotional autonomy** – a demand to have a personal devotions.

**Empathy** – is the capacity to recognize feelings that are being experienced by another sentient or semi-sentient being. Someone may need to have a certain amount of empathy before they are able to feel compassion. The English word was coined in 1909 by E.B. Titchener as an attempt to translate the German word «Einfühlungsvermögen», a new phenomenon explored at the end of 19th century mainly by Theodor Lipps. It was later re-translated into the German language (Germanized) as «Empathie», and is still in use.

**Enable** – to make (someone) able to do something by providing them with whatever is necessary to achieve it or to make (something) possible.

**Encompass** – include in scope; include as a part of something broader; have as one's sphere.

**Encouragement** – stimulation of positive manifestations of the personality by means of an appreciation of its acts, generation of feeling of pleasure and pleasure from consciousness of recognition of efforts and diligence of the personality.

**Engage** —carry out or participate in an activity; be involved in.

**Environmental psychology** – the study of the effects of the physical and social environment on behavior.



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**Envision** – picture tooneself; imagine possible.

**Ethics** (also known as moral philosophy) – is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong behavior. Major areas of study in ethics may be divided into 3 operational areas: Meta-ethics, about the theoretical meaning and reference of moral propositions and how their truth values (if any) may be determined; normative ethics, about the practical means of determining a moral course of action; applied ethics, about how moral outcomes can be achieved in specific situations.

**Evolutionary psychology** (EP) – is an approach in the social and natural sciences that examines psychological traits such as memory, perception, and language from a modern evolutionary perspective. It seeks to identify which human psychological traits are evolved adaptations – that is, the functional products of natural selection or sexual selection. Evolutionary psychologists argue that much of human behavior is the output of psychological adaptations that evolved to solve recurrent problems in human ancestral environments.

**Evolved Psychological Mechanism (EPM)** (also known as psychological adaptation) is evolved human or animal behavior resulting from evolutionary pressures. It could serve a specific purpose, have served a purpose in the past or be a side-effect of another EPM. Evolutionary psychology proposes that the human psychology mostly comprises psychological adaptations, in opposition to tabula rasa or blank slate model of human psychology such as the standard social science model, popular throughout most of the twentieth century. Instead, EPM's are ongoing processes in their emotions and intellect that help individuals with their well-being whether through their mental state of mind or in culture.

**Evoke** – summon into action or bring into existence, often as if by magic.

**Example** – a method of person's consciousness formation, consisting on concrete convincing samples in order to illustrate a personal ideal and to show a sample of the ready program of behavior and activity. It is constructed on tendency of children to imitation.



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## F

**Facilitate** – to make possible or easier.

**Familiarity** – personal knowledge or information about someone or something.

**Family** – is a basic unit of social structure, the exact definition of which can vary greatly from time to time and from culture to culture. It is a basic social unit consisting of persons united by ties of marriage (affinity), «blood» (consanguinity), or adoption and usually representing a single household. The essence of the family group is the parent-child relationship, whose outlines vary widely among cultures. One prominent familial form is the nuclear family, consisting of the marital pair living with their offspring in a separate dwelling. While some scholars believe this to be the oldest form, others point to the inconclusive prehistorical record and the widespread existence of other forms such as the polygynous family (a husband, two or more wives, and their offspring) and the extended family (including at least parents, married children, and their offspring). The family as an institution provides for the rearing and socialization of children, the care of the aged, sick, or disabled, the legitimation of procreation, and the regulation of sexual conduct in addition to supplying basic physical, economic, and emotional security for its members. Family as «a group of people who are related to one another by bonds of blood, marriage, or adoption and who live together, form an economic unit, and bear and raise children».

**Family and friends care** – when a child is living full time with someone who is a family member, friend or was previously known to them. The majority of family and friends care is made up of informal arrangements between parents and relatives, but there are other situations and sometimes legal orders too. Where the child is looked after by a local authority and the family and friends caregiver is approved as their foster caregiver, this is known as family and friends foster care. More comprehensive guidance on family and friends foster care in England is given in Family and Friends Care: statutory guidance for local authorities.



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**Fear** – is a distressing negative sensation induced by a perceived threat. It is a basic survival mechanism occurring in response to a specific stimulus, such as pain or the threat of danger. Fear is apparently a universal emotion; all persons, consciously or unconsciously, have fear in some sort. Fear is the ability to recognize danger leading to an urge to confront it or flee from it (also known as the fight-or-flight response) but in extreme cases of fear (horror and terror) a freeze or paralysis response is possible. Fear should be distinguished from the related emotional state of anxiety, which typically occurs without any certain or immediate external threat.

**Fee** – this is a payment made to a foster caregiver for their work as a foster caregiver.

**Five Factor Model (FFM)** – five big factors of personality, five broad domains or dimensions of personality that are used to describe human personality. The Big Five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Conscientiousness is exemplified by being disciplined, organized, achievement-oriented, and dependable. Neuroticism refers to degree of emotional stability, impulse control, aggressiveness and anxiety. Extraversion is displayed through a higher degree of sociability, assertiveness, and talkativeness. Openness is reflected in a strong intellectual curiosity, creativity and a preference for novelty and variety. Agreeableness refers to being helpful, cooperative, and sympathetic towards others.

**Forebear** – a person from whom you are descended

**Foster care agreement**– an agreement between the fostering service and the foster caregiver which sets out matters such as terms of approval, the obligations of the foster caregiver, and what training and support the fostering service will provide for them. More information on what should be included in the Foster Care.

**Fostering panel** – the panel is a group of appointed people who make recommendations on the approval of prospective foster caregivers and any changes to the approval of existing foster caregivers.

**Fostering service decision maker** – this is a senior person within the fostering service who makes a final decision on the recommendations from the fostering panel.



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**Freud Sigmund** (1856–1939) – an Austrian neurologist who founded the discipline of psychoanalysis. Freud’s family and ancestry were Jewish. Freud always considered himself a Jew even though he rejected Judaism and had a critical view of religion. Freud went on to develop theories about the unconscious mind and the mechanism of repression, and established the field of verbal psychotherapy by creating psychoanalysis, a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst. Freud postulated the existence of libido (an energy with which mental process and structures are invested), developed therapeutic techniques such as the use of free association (in which patients report their thoughts without reservation and make no attempt to concentrate while doing so), discovered the transference (the process by which patients displace on to their analysts feelings based on their experience of earlier figures in their lives) and established its central role in the analytic process, and proposed that dreams help to preserve sleep by representing as fulfilled wishes that would otherwise awake the dreamer, Freud’s theory as well was an infantile sexuality, the Oedipus complex.

**Friedrich Adolph Wilhelm Diesterweg** (1790–1866) – a German educator and thinker who campaigned for the secularization of schools, and is said to be precursory to the reform of pedagogy.

**Frustration** – is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive–aggressive behavior, making it difficult to identify the original cause(s) of their frustration, as the responses are indirect. A more direct, and common response, is a propensity towards aggression.



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## G

**Game** – a game is a structured playing, undertaken for enjoyment and for an educational goals as well. Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, stimulatory, or psychological role.

**Gender identity** – describes the gender with which a person identifies (i.e., whether one perceives oneself to be a man, a woman, or describes oneself in some less conventional way), but can also be used to refer to the gender that other people attribute to the individual on the basis of what they know from gender role indications (social behavior, clothing, hair style, etc.). Gender identity may be affected by a variety of social structures, including the person's ethnic group, employment status, religion or irreligion, and family.

**Genius** – is someone embodying exceptional intellectual ability, creativity, or originality, typically to a degree that is associated with the achievement of unprecedented insight. There is no scientifically precise definition of genius, and indeed the question of whether the notion itself has any real meaning has long been a subject of debate. The term is used in various ways: to refer to a particular aspect of an individual, or the individual in their entirety; to a scholar in many subjects (e.g. Isaac Newton or Leonardo da Vinci) or a scholar in a single subject (e.g., Albert Einstein or Stephen Hawking). Research into what causes genius and mastery is still in its early stages, but psychology already offers relevant insights.

**Gestalt therapy** – is an existential/experiential form of psychotherapy that emphasizes personal responsibility, and that focuses upon the individual's experience in the present moment, the therapist-client relationship, the environmental and social contexts of a person's life, and the self-regulating adjustments people make as a result of their overall situation. Gestalt therapy was developed by Fritz Perls, Laura Perls and Paul Goodman in the 1940s and 1950s.



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**Guidance** – this explains how the regulations should be put into practice. All fostering services must comply with them unless there are exceptional circumstances. You can read the guidance relating to foster care in England on the Department for Education website.

**Guilt** – is the state of being responsible for the commission of an offense. It is also a cognitive or an emotional experience that occurs when a person realizes or believes – accurately or not – that he or she has violated a moral standard, and bears significant responsibility for that violation. It is closely related to the concept of remorse.

## H

**Habits (or wonts)** – are routines of behavior that are repeated regularly and tend to occur subconsciously. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self- analysis when undertaking routine tasks. Habituation is an extremely simple form of learning, in which an organism, after a period of exposure to a stimulus, stops responding to that stimulus in varied manners. Habits are sometimes compulsory. The process by which new behaviours become automatic is habit formation. Examples of habit formation are the following: If you instinctively reach for a cigarette the moment you wake up in the morning, you have a habit. Also, if you lace up your running shoes and hit the streets as soon as you get home, you've acquired a habit. Old habits are hard to break and new habits are hard to form because the behavioural patterns we repeat are imprinted in our neural pathways. A bad habit is a negative [vague] behavior pattern. Common examples include: procrastination, fidgeting, overspending, nail-biting.

**Herbert Johann Friedrich** (1776–1841) – a German philosopher, psychologist, and founder of pedagogy as an academic discipline. Herbart's pedagogy emphasized the connection between individual development and the result of social contribution. In Platonic tradition, Herbart espoused that only by becoming productive citizens people could fulfill their true purpose; he believed that every child is born with a unique potential,



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his Individuality, but that this potential remained unfulfilled until it was analyzed and transformed by education in accordance with what he regarded as the accumulated values of civilization. Only formalized, rigorous education could, he believed, provide the framework for moral and intellectual development. The five key ideas which composed his concept of individual maturation were Inner Freedom, Perfection, Benevolence, Justice, and Equity or Recompense. According to Herbart, abilities were not innate but could be instilled, so a thorough education could provide the framework for moral and intellectual development. In order to develop an educational paradigm that would provide an intellectual base that would lead to a consciousness of social responsibility, Herbart advocated that teachers utilize a methodology with five formal steps: using this structure a teacher prepared a topic of interest to the children, presented that topic, and questioned them inductively, so that they reached new knowledge based on what they had already known, looked back, and deductively summed up the lesson's achievements, then related them to moral precepts for daily living.

**Holistic** – emphasizing the organic or functional relation between parts and the whole.

**Human nature** – refers to the distinguishing characteristics, including ways of thinking, feeling and acting, that humans tend to have naturally, i.e. independently of the influence of culture.

**Humanistic ideal of the person** – arisen in antique Greece, and then repeatedly reviving in public consciousness throughout human history idea of the perfect person as comprehensively formed and developed, realizing the identity, calling, the right to free development of own abilities. Modern pedagogical approaches come back to these representations, attaching great value to moral impact on mind of students, on their heart, feelings, will.

**Humanism** – is an approach in study, philosophy, world view, or practice that focuses on human values and concerns, attaching prime importance to human rather than divine or supernatural matters. In philosophy and social science, humanism is a perspective which affirms some notion of human nature, and is contrasted with anti-humanism.



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**Humanities** – are academic disciplines that study the human condition, using methods that are primarily analytical, critical, or speculative, as distinguished from the mainly empirical approaches of the natural sciences. The humanities include ancient and modern languages, literature, history, philosophy, religion, and visual and performing arts such as music and theatre.

**Humanity** (pedagogy) – an outlook principle, where in a basis recognition of infinity of possibilities of the person and his ability to improvement lies, the rights of the personality to free manifestation of the abilities, belief, the statement of the benefit of the person as criterion of an assessment of level of the public relations. Now becomes one of the basic principles of pedagogics.

## I

**Id** – is the unorganized part of the personality structure which contains the basic drives. The id contains the libido, which is the primary source of instinctual force that is unresponsive to the demands of reality. The id acts according to the «pleasure principle», seeking to avoid pain or displeasure aroused by increases in instinctual tension. The id contains everything that is inherited, that is present at birth, is laid down in the constitution – above all, therefore, the instincts, which originate from the somatic organization, and which find a first psychical expression here (in the id) in forms unknown to us.

**Identification** – a defense mechanism, operating unconsciously, by which one patterns oneself after some other person. Identification plays a major role in the development of one's personality and specifically of the superego. To be differentiated from imitation or role modeling, which is a conscious process.

**Identity formation (personal formation)** – is the development of the distinct personality of an individual regarded as a persisting entity (known as personal continuity) in a particular stage of life in which individual characteristics are possessed and by which a person is recognized or known (such as the establishment of a reputation). This process



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defines individuals to others and themselves. Pieces of the entity's actual identity include a sense of continuity, a sense of uniqueness from others, and a sense of affiliation. Identity formation leads to a number of issues of personal identity and an identity where the individual has some sort of comprehension of him or herself as a discrete and separate entity. This may be through individuation whereby the undifferentiated individual tends to become unique, or undergoes stages through which differentiated facets of a person's life tend toward becoming a more indivisible whole.

**Imagination** – the mental process consisting in creation of new representations, thoughts and images on the basis of available knowledge and experience. It is expressed in mental creation of the program of behavior when the solution of the arisen problem situation isn't clear. Its features depend on wealth and development of the teacher, pedagogical activity, relationship with pupils, parents, colleagues, etc.

**Immersion** – complete attention; intense mental effort.

**Income** – the financial gain (earned or unearned) accruing over a given period of time.

**Inertness** – passivity, stagnancy, a sluggishness.

**Individual** – a person considered separately from the rest of the group or society that they live in; a person of a particular kind, especially one who is unusual in some way.

**Individual approach** – is an effective way of the man's help for any educational influence which refracts through its concrete features. The individual approach in principle is necessary for each person as with deviating development and (or) normal behavior.

**Individualism** – the behavior or attitude of someone who does things in their own way without being influenced by other people.

**Individual psychology** – is a term used specifically to refer to the psychological method or science founded by the Viennese psychiatrist Alfred Adler. The English edition of Adler's work covers the whole range of human psychology in a single survey, intended to mirror the indivisible unity of the personality. The term «individual psychology» can also be used more generally to refer to what is more commonly known as differential



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psychology, or the psychology of individual differences. Usage of this term is likely to imply a more individualistic focus than is found in mainstream psychology of individual differences, where there is frequently a bias towards nomothetic research.

**Infantility** – a delay in organism development, a characteristic sign of combination physical and mental slow development.

**Influence** (in pedagogy) – influence of the teacher on consciousness, will, emotions of the students, on the organization of their life and activity in interests of formation at them demanded qualities and ensuring successful achievement of the set purposes.

**Ingenious** – combining clever conception and facetious expression.

**Inspiration** – is a condition of a peculiar tension and lifting of spiritual forces, creative excitement of the person, conducting to emergence or realization of a plan and idea of work of a science, art, equipment. In pedagogical sphere inspiration provides new ideas, satisfaction, good results in training and education.

**Intelligence** – in a broad sense – set of all informative functions of the individual: from feelings and perception to thinking and imagination; in narrower sense – thinking.

**Interest** – a selective orientation of the person on acquisition of this or that knowledge, important in implementation of any activity.

**Introduce** – bring in a new person or object into a familiar environment.

**Introversion** – is the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life. Some popular writers have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction. The common modern perception is that introverts tend to be more reserved and less outspoken in groups. They often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing.

**Introvert** – the person closed in the own world, deepened in the experiences, difficult in communication, experiences difficulties in social adaptation.

**Intuition** – is the ability to acquire knowledge without inference or the use of reason. The word comes from the lat. Word «intueri», which is often roughly translated as



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meaning «to look inside» or «to contemplate». Intuition provides with beliefs that cannot be necessarily justified. For this reason, it has been the subject of study in psychology, as well as a topic of interest in the supernatural. The «right brain» is popularly associated with intuitive processes such as aesthetic abilities.

## J

**Jean William Fritz Piaget** (1896–1980) – a French speaking Swiss developmental psychologist and philosopher known for his epistemological studies with children. His theory of cognitive development and epistemological view are together called «genetic epistemology». Piaget placed great importance on the education of children. He is as well a great pioneer of the constructivist theory of knowing.

**John Amos Comenius** (1592–1670) – a Czech teacher, educator and writer. He is considered the father of modern education. He lived and worked in many different countries in Europe, including Sweden, the Polish-Lithuanian Commonwealth, Transylvania, the Holy Roman Empire, England, the Netherlands and Royal Hungary. The most permanent influence exerted by Comenius was in practical educational work. First, he was a teacher and an organizer of schools in Sweden, in Holland. In his *Didactica Magna* (Great Didactic), he outlined a system of schools that is the exact counterpart of the existing American system of kindergarten, elementary school, secondary school, college, and university. The influence of Comenius was in formulating the general theory of education. In this respect he is the forerunner of Rousseau, Pestalozzi, Froebel, etc., and is the first to formulate that idea of «education according to nature» so influential during the latter part of the eighteenth and early part of the nineteenth century. He showed the method of education, exerted through a series of textbooks of an entirely new nature. The first-published of these texts is *Janua Linguarum Reserata* (The Gate of Languages Unlocked), issued in 1631. It was also the first successful application of illustrations to the work of teaching, though not, as often stated, the first illustrated book for children. These texts were all based on the same fundamental ideas: (1) learning



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foreign languages through the vernacular; (2) obtaining ideas through objects rather than words; (3) starting with objects most familiar to the child to introduce him to both the new language and the more remote world of objects: (4) giving the child a comprehensive knowledge of his environment, physical and social, as well as instruction in religious, moral, and classical subjects; (5) making this acquisition of a compendium of knowledge a pleasure rather than a task; and (6) making instruction universal.

**Jung Carl Gustav** (1875–1961) – a Swiss psychiatrist, the founder of analytical psychology. Individuation is the central concept of analytical psychology. Jung considered individuation, the psychological process of integrating the opposites, including the conscious with the unconscious while still maintaining their relative autonomy, to be the central process of human development. Jung created some of the best known psychological concepts, including the archetype, the collective unconscious, the complex, and synchronicity. Jung saw the human psyche as «by nature religious», and made this religiousness the focus of his explorations. Jung is one of the best known contemporary contributors to dream analysis and symbolization.

## К

**Knowledge** – is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); and it can be more or less formal or systematic.

**Knowledge integration** – is the process of synthesizing multiple knowledge models (or representations) into a common model (representation). Knowledge integration focuses more on synthesizing the understanding of a given subject from different perspectives.



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## L

**Leader** – the member of group with the highest status. Leader happens formal (officially appointed) and informal (really recognized in collective). In the course of formation of children collective it is extremely important to achieve such situation, where real leader accepts the system of values offered by the tutor.

**Legislation** – a law or set of laws suggested by a government and made official by a parliament

**Life activity** – the interconnected set of different types of the work, providing satisfaction of needs of the specific person, collective, group taking into account requirements and requirements of wider social environment and all society.

**Locke John** (1632–1704) – English philosopher, founder of British empiricism. In his major philosophical work, *Essay Concerning Human Understanding*, he argued that knowledge begins in sensation or introspection rather than in innate ideas, as the philosophers of rationalism held. From sensation and reflection the mind receives «ideas», which are the material of knowledge. Some ideas represent actual qualities of objects (such as size, shape, or weight) and others perceived qualities, which do not exist in objects except as they affect observers (such as colour, taste, or smell); Locke called the former qualities «primary» and the latter «secondary». Ideas that are given directly in sensation or reflection are simple, and simple ideas may be «compounded» to form complex ideas.

**Loneliness** – is an unpleasant feeling in which a person feels a strong sense of emptiness and solitude resulting from inadequate levels of social relationships. Loneliness is not a subjective experience, since humans are social creatures by nature. Loneliness has also been described as social pain – a psychological mechanism meant to alert an individual of isolation and motivate her/him to seek social connections.



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## M

**Makarenko Anton Semenovich** (1888–1939) was a Ukrainian and Soviet educator and writer, who promoted democratic ideas and principles in educational theory and practice. As one of the founders of Soviet pedagogy, he elaborated the theory and methodology of upbringing in self-governing child collectives and introduced the concept of productive labor into the educational system. Makarenko is often reckoned among the world's great educators, and his books have been published in many countries. In the aftermath of the Russian Revolution he established self-supporting orphanages for street children – including juvenile delinquents – left orphaned by the Russian Civil War. Among these establishments were the Gorky colony and later the Dzerzhinsky labor commune in Kharkiv. Among his key ideas were «as much exigence towards the person as possible and as much respect for him as possible», the use of positive peer pressure on the individual by the collective, and institutionalized self-government and self-management of that collective. He also rejected physical punishment. Makarenko was one of the first Soviet educators to urge that the activities of various educational institutions – i.e., the school, the family, clubs, public organizations, production collectives and the community. His most popular book: «The Pedagogical Poem», a fictionalized story of the Gorky Colony. In 1955 a movie with English title Road to Life was produced.

**Mandate** – give official permission for something to happen.

**Management** (pedagogical) – a complex of principles, methods, organizational norms and processing methods of management of the educational process, directed on increase of its efficiency.

**Marriage** – is the union of two consenting adults. This partnership is formed in many countries around the world and depends on the societal norms classified by a particular society. In the United States, the only legal form of marriage is monogamy. This form of courtship can only take place between one man and one woman. However, in other countries, such as in the Middle East, polygamy is an accepted form of marriage. Polygamy allows more than two people to be wed without becoming a social outcast in their community. The marriage patterns in an area are determined by what is viewed as acceptable in that society.



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**Master** – to gain the command of, so as to understand or apply; to become an adept in.

**Maternal** – related on the mother's side.

**Method** (project) – training system, in a knowledge and ability to get students in the course of planning and performance of gradually becoming complicated practical tasks – projects. Arose in the second half of the XIX century in the USA. In the twenties was extended in the Russian schools.

**Methods of activity and behavior stimulation** – ways of motivation of students to improvement of the behavior, development in them positive motivation of behavior.

**Methods of consciousness formation** – the methods of education directed on formation of the correct concepts, estimates, judgments, outlooks.

**Methods of the organization activity and behavior experience** – ways of allocation, fixing and formation in children' experience of positive ways and forms of behavior and moral motivation. Creations of a bringing-up situation, collective creative business are carried out by means of instructions, exercises.

**Methods of pedagogical research** – a set of ways and receptions of knowledge of objective regularities of training, education and development.

**Methods of self-education** – the methods directed on conscious change by the person of the personality according to requirements of society and the personal development plan. This group of methods treat: introspection, self-order, self- report, self – encouragement, self – punishment, self-control. As for self- education the tutor conducts the students by understanding of own actions through an external assessment, then through formed self-image and further through activities for self-education and self-improvement.

**Methodology** (pedagogical) – studying the general methodology of a science and tendencies of social development system of knowledge, pedagogical theories, approach principles to consideration of pedagogical phenomena and methods of their research, and also ways of introduction of the extracted knowledge to practice of education, training and proficiency.



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**Milestone** – an important event in the development or history of something or in someone's life.

**Mode** – provides a certain duration and alternation of various occupations, a dream and rest, including rest in the open air, a food intake regularity, performance of rules of personal hygiene.

**Monitoring in education** – continuous supervision for process in education; for the purpose of detection of its compliance to desirable result or initial assumptions.

**Montessori Maria** (1870–1952) – Italian educator and physician. She was the originator of the Montessori method of education for young children and was the first woman to receive (1894) a medical degree in Italy. She pioneered in the instruction of retarded children, especially through the use of an environment rich in manipulative materials. The chief components of the Montessori method are self-motivation and autoeducation. Followers of the Montessori method believe that a child will learn naturally if put in an environment containing the proper materials. These materials, consisting of «learning games» suited to a child's abilities and interests, are set up by a teacher-observer who intervenes only when individual help is needed. The typical classroom in a Montessori school consists of readily available games and toys, household utensils, plants and animals that are cared for by the children, and child-sized furniture – the invention of which is generally attributed to Dr. Montessori. Montessori educators also stress physical exercise, in accordance with their belief that motor abilities should be developed along with sensory and intellectual capacities. The major outlines of the Montessori system are based on Dr. Montessori's writings: The Montessori Method, Pedagogical Anthropology, The Advanced Montessori Method, The Secret of Childhood.

**Mood** – the steady, rather long emotional condition of the person influencing on the mental processes, on all activity. Ability to supervise the mood is professionally significant ability of the teacher and represents itself as one of problems of education and self-education.



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**Moral** – is a message conveyed or a lesson to be learned from a story or event. The moral may be left to the hearer, reader or viewer to determine for themselves, or may be explicitly encapsulated in a maxim.

**Moral consciousness of the teacher** – a special form of standard and estimated reflection of the moral relations of the teacher with surrounding people during the professional activity.

**Morality207** (from the Latin moralitas «manner, character, proper behavior») – is the differentiation of intentions, decisions, and actions between those that are good (or right) and those that are bad (or wrong). A moral code is a system of morality (according to a particular philosophy, religion, culture, etc.) and a moral is any one practice or teaching within a moral code. The adjective moral is synonymous with «good» or «right». Immorality is the active opposition to morality (i.e. good or right), while amorality is variously defined as an unawareness of, indifference toward, or disbelief in any set of moral standards or principles.

E.g.: An example of a moral code is the Golden Rule which states that, «One should treat others as one would like others to treat oneself».

**Motivation** – is a term that refers to a process that elicits, controls, and sustains certain behaviors. Motivation is a group of phenomena which affect the nature of an individual's behavior, the strength of the behavior, and the persistence of the behavior. For instance: An individual has not eaten, he or she feels hungry, as a response he or she eats and diminishes feelings of hunger. There are many approaches to motivation: physiological, behavioural, cognitive, and social. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality.



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## N

**Nonverbal communication** – describes the process of conveying meaning in the form of non-word messages. Research shows that the majority of our communication is nonverbal, which is also known as body language. Some of nonverbal communication includes chronemics, haptics, gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols infographics, and tone of voice as well as through an aggregate of the above.

## O

**Observation** – ability of the person to concentrate attention on this or that object to notice and perceive essential, characteristic, and also hardly noticeable properties of the phenomena and subjects.

**Oral communication** – while primarily referring to spoken verbal communication, can also employ visual aids and non-verbal elements to support the conveyance of meaning. Oral communication includes speeches, presentations, discussions, and aspects of interpersonal communication. As a type of face-to-face communication, body language and choice tonality play a significant role, and may have a greater impact upon the listener than informational content. This type of communication also garners immediate feedback.

**Orphan** – child under the age of 16, whose parents have died or disappeared, who has been abandoned or otherwise separated from both parents, whose sole surviving parent is impoverished by local standards and incapable of providing that child with proper care and who has, in writing, irrevocably released the child for emigration and adoption.

**Orthodox pedagogics** – the pedagogics developing points of education and training of younger generation in traditions of orthodox Christianity. Education through this context is considered more important, than pure education: education prepares soul for eternal life; education is necessary for the child's adaptation to temporary life, to



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life on the earth. The important place in orthodox education is occupied by family. Orthodox pedagogics studies ways and methods of the prevention of social deviations among teenagers and youth.

**Outlook** – volume of interests, knowledge of the person.

**Out-of-home care** – child care, foster care or residential care provided by persons, organizations and institutions to children who are placed outside their families, usually under the jurisdiction of juvenile or family court.

**Overt** – open and observable; not secret or hidden.

## P

**Parent or caretaker** – person responsible for the care of child.

**Parental responsibility** – all the rights, duties, responsibilities and powers which the law gives a parent in relation to their child. Mothers automatically have parental responsibility as do fathers if married to the mother when or after the child was born or by other legal agreements. Parental responsibility can also be given by the courts to others under orders such as special guardianship or adoption.

**Paul Gerhard Natorp** (1854–1924) – a German philosopher and educationalist, considered one of the co-founders of the Marburg school of neo-Kantianism. He was known as an authority on Plato. In 1893 he became ordinary professor in philosophy and pedagogics at Marburg University. Natorp was as well an ambitious composer, who wrote chiefly chamber music (including a cello sonata, a violin sonata, and a piano trio). He also wrote some 100 songs and two choral works. He conducted a correspondence with Johannes Brahms, who dissuaded him from becoming a professional composer. His students included the philosopher and historian Ernst Cassirer, and the author of Doctor Zhivago, Boris Pasternak.

**Pedagogical diagnosis** – determination of the temper and quality of students' abilities, the difficulties tested by them in study, deviations in behavior. It is based



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on the data of students' development according to academic programs, supervision over their training, activity, studying of its results, etc.

**Pedagogical innovation** – the purposeful change in educational environment new elements (innovations), improving characteristics of separate parts, components of the educational system as a whole. All kinds of activity are classified into pedagogical, providing pedagogical process, administrative; radical (based on essentially new ideas and approaches), combinatory (a new combination of known elements) and modifying (improving and supplementing existing samples and forms); local (changes of separate sites independent from each other or components), modular (the interconnected groups of several local), system (full reconstruction of system as whole); individual; external (outside of educational system), internal (are developed in educational system); process of development of an innovation (new means, method, technique, technology, program, etc.); search of ideal techniques and programs, their introduction into educational process and their creative reconsideration.

**Pedagogical interaction** – personal contact of the tutor and the student, casual or deliberate, private or public, long or short-term, verbal or nonverbal, having a consequence mutual changes of their behavior, activity, the relations, installations. Accusative can be shown in the form of cooperation when both parties reach a mutual consent and solidarity in understanding of the purposes of joint activity and ways of its achievement.

**Pedagogical paradigm** (from Greek «paradeigma» – an example, a sample) – a set of the theoretical, methodological and other installations accepted scientifically by community at each stage of pedagogics development, which are guided as an example (models, a standard) at the decision of pedagogical problems; certain set of instructions.

**Pedagogical relation** – refers to special kind of personal relationship between adult and child or adult or student that is different from other personal relationships. The pedagogical relation is marked by a number of characteristics: in the pedagogical relation the adult is directed toward the child; the relation is asymmetrical, unlike many other personal relationships (e.g. friendship); the adult is «there» for the child in a way that the



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child is not «there» for the adult; in the pedagogical relation the adult wants or intends what is good for the child's future. This relationship is oriented to what the child may become, but without being determined by adult plans or goals. The pedagogical relation comes to an end. The child grows up and the asymmetry of the relation (if it is still maintained) dissolves.

**Pedagogy** – the profession of teaching. The activities of educating, teaching or instructing. Pedagogy is the art or science of being a teacher, generally refers to strategies of instruction, or a style of instruction. The word comes from the Ancient Greek.

**Peer** - a person who is an equal in social standing, rank, age, etc.

**Perception** – is the organization, identification, and interpretation of sensory information in order to fabricate a mental representation through the process of transduction, which sensors in the body transform signals from the environment into encoded neural signals. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. For example, vision involves light striking the retinas of the eyes, smell is mediated by odor molecules and hearing involves pressure waves. Perception is not the passive receipt of these signals, but can be shaped by learning, memory and expectation. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness.

**Personal Education Plan (PEP)** – the PEP is part of the child's care plan and gives information about the arrangements that have been made for their educational and/or training needs by the responsible authority.

**Personality** – can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations, and behaviors in various situations. The word «personality» originates from the Latin «persona», which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that



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character. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence our expectations, self-perceptions, values and attitudes, and predicts our reactions to people, problems and stress.

**Personality psychology** – is a branch of psychology that studies personality and individual differences. Its areas of focus include: constructing a coherent picture of the individual and the major psychological processes; investigating individual differences – how people are unique; investigating human nature – how people are alike.

**Personality type** – refers to the psychological classification of different types of individuals. Personality types are sometimes distinguished from personality traits, with the latter embodying a smaller grouping of behavioral tendencies. Types are sometimes said to involve qualitative differences between people, whereas traits might be construed as quantitative differences. According to type theories, for example, introverts and extraverts are two fundamentally different categories of people. According to trait theories, introversion and extraversion are part of a continuous dimension, with many people in the middle.

**Pestalozzi Johann Heinrich** (1746–1827) – Swiss educational reformer, born in Zurich. His theories laid the foundation of modern elementary education. Pestalozzi's theory of education is based on the importance of a pedagogical method that corresponds to the natural order of individual development and of concrete experiences. To Pestalozzi the individuality of each child is paramount; it is something that has to be cultivated actively through education. He opposed the prevailing system of memorization learning and strict discipline and sought to replace it with a system based on love and an understanding of the child's world. His belief that education should be based on concrete experience led him to pioneer in the use of tactile objects, such as plants and mineral specimens, in the teaching of natural science to youngsters. Running through much of Pestalozzi's writing is the idea that education should be moral as well as intellectual. Never losing his commitment to social reform, Pestalozzi often reiterated the belief that



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society could be changed by education. His theories also influenced the development of teacher-training methods. Although he respected the individuality of the teacher, Pestalozzi nevertheless felt that there was a unified science of education that could be learned and practiced. His belief that teacher training should consist of a broad liberal education followed by a period of research and professional training has been widely adopted throughout Europe and the United States. Pestalozzi's writings in English translation include *The Hours of a Hermit*, *Leonard and Gertrude*, and *How Gertrude Teaches Her Children*.

**Principle of complementarity in Pedagogy** (it was implemented by B.D. Semenov) – in social pedagogics the complementarity principle is of great importance, for it allows to order knowledge and to change a point of view in consideration of quite big circle of problems. Its application assumes: approach to person's development as to set of common processes – natural, cultural, social which define character, the contents and results of socialization; identification and studying of complementary factors of a various socialization level: mega – space, a planet, the world; the macro – the country, ethnos, society, the state; the region, mass media, subculture; the micro – a family, the neighbourhood, educational, religious; approach to education studying as to one of social institutions which includes the types of education (family, social, religious, correctional), educational systems of various level (state, regional, local); consideration of social education as sets of inner processes (the organizations of social experience, education, the individual help), providing conditions for development of natural inclinations, spiritual and valuable orientation of the person; recognition of that substantially includes process of spiritual and valuable orientation of the person though opposite, but objectively complementary systems of values (the western and east cultures traditional for Russia and characteristic for the Soviet period of its history, the village and the city, the center and the province, various social, professional and age subcultures), as demands realization of principles of a humanization in social education.

**Private fostering** – an arrangement whereby a parent arranges for their child under 16 (or under 18 if they are disabled) to live with someone who is not a relative (as defined



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below) for more than 28 days. Private fostering arrangements must be notified to the local authority, who will visit periodically to ensure the welfare of the child.

**Progressive education** – is a movement in American education. Confined to a period between the late 19th and mid-20th cent., the term «progressive education» is generally used to refer only to those educational programs that grew out of the American reform effort known as the progressive movement. The sources of the movement, however, partly lie in the pedagogy of Jean Jacques Rousseau, Johann Pestalozzi, and Friedrich Froebel. Progressive education was a pluralistic phenomenon, embracing industrial training, agricultural education, and social education as well as the new techniques of instruction advanced by educational theorists. Postulates of the movement were that children learn best in those experiences in which they have a vital interest and that modes of behavior are most easily learned by actual performance. The progressives insisted, therefore, that education must be a continuous reconstruction of living experience based on activity directed by the child.

**Psychic adaptation** – is a dynamic continuous process, through which, a person is changing, despite the variability of conditions, maintaining the stability necessary for the existence, development and reproduction.

**Psychological climate** – the interpersonal relations typical for labor or educational collective, which define the main mood of the collective.

**Psychological correction** – the help on overcoming of shortcomings of mental development.

**Psychological Types** – is the sixth volume in the Princeton / Bollingen edition of the Collected Works of Carl Jung. In the book Jung categorized people into primary types of psychological function. Jung proposed four main functions of consciousness: two perceiving functions: Sensation and Intuition; two judging functions: Thinking and Feeling. The functions are modified by two main attitude types: extraversion and introversion. Jung theorized that the dominant function characterizes consciousness, while its opposite is repressed and characterizes unconscious behavior. The eight psychological



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types are as follows: extraverted sensation, introverted sensation, extraverted intuition, introverted intuition, extraverted thinking, introverted thinking, extraverted feeling, introverted feeling. In Psychological Types, Jung describes in detail the effects of tensions between the complexes associated with the dominant and inferior differentiating functions in highly and even extremely one-sided types.

**Punishment** – is the authoritative imposition of something negative or unpleasant on a person in response to behavior deemed wrong by an individual or a group. The authority may be either a group or a single person, and punishment may be carried out formally under a system of law or informally in other kinds of social settings such as within a family.

## Q

**Qualifying determination** – this is where a fostering service is considering to not approve a prospective foster caregiver, wishes to change the terms of approval of an existing foster caregiver or feels a foster caregiver is no longer suitable to foster. In the case of receiving a qualifying determination that they don't agree with, prospective and existing foster caregivers can make representations to the fostering service or they can ask the IRM to review the situation. However, they cannot do both.

**Questionnaire** – is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire was invented by Sir Francis Galton. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be practical.



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## R

**Reflex** – a response to a stimulus that occurs without conscious effort; one of the simplest forms of behavior.

**Reflexivity** – refers to circular relationships between cause and effect. A reflexive relationship is bidirectional with both the cause and the effect affecting one another in a situation that doesn't render both functions causes and effects.

**Relative** – defined as a person who is by full blood, half blood, marriage or civil partnership the grandparent, brother, sister, uncle or aunt, or step-parent of a child.

**Religion** – is a collection of cultural systems, belief systems, and worldviews that relate humanity to spirituality and, sometimes, to moral values. Many religions have narratives, symbols, traditions and sacred histories that are intended to give meaning to life or to explain the origin of life or the universe. They tend to derive morality, ethics, religious laws or a preferred lifestyle from their ideas about the cosmos and human nature.

**Regulations** – these outline the legal requirements for foster care and all fostering services must comply with them. Failure to do so is a breach of the law.

**Responsibility** – ability of the personality to supervise the activity according to accepted in society or environment both moral rules and law rules. Education of the person's formation is an actual task of modern school. It's important to be a responsible teacher. The irresponsible teacher is the inadmissible phenomenon in the educational sphere.

**Responsible authority** – this is the authority that has responsibility for ensuring that the child is looked after appropriately while in its care.

**Rousseau Jean Jacques** (1712–1778) – Swiss-French philosopher, author, political theorist, and composer. Rousseau took the negative stand, contending that humanity was good by nature and had been fully corrupted by civilization. His essay made him both famous and controversial. Although it is still widely believed that all of Rousseau's philosophy was based on his call for a return to nature, this view is an oversimplification, caused by the excessive importance attached to this first essay. Rousseau's educational



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proposal is highly artificial, the process is carefully timed and controlled, but with the end of allowing the free development of human potential. Similarly, with regard to the social order, Rousseau's aim is freedom, which again does not involve a retreat to primitivism but perfect submission of the individual to what he termed the general will. The general will is what rational people would choose for the common good. Freedom, then, is obedience to a self-imposed law of reason, self-imposed because imposed by the natural laws of humanity's being.

## S

**Self-actualization** – is a term that has been used in various psychology theories, often in slightly different ways. The term was originally introduced by the organismic theorist Kurt Goldstein for the motive to realize one's full potential. In his view, it is the organism's master motive, the only real motive or the tendency to actualize itself as fully as possible is the basic drive, the drive of self-actualization.

However, the concept was brought most fully to prominence in Abraham Maslow's hierarchy of needs theory as the final level of psychological development that can be achieved when all basic and mental needs are fulfilled and the «actualization» of the full personal potential is realized.

**Skill** – is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimulus and situations to assess the level of skill being shown and used. E.g.: Academic skills: reading, logic, critical thinking, math; interpersonal communication: speech: listening, talking, nonverbal communication; literacy: writing, reading; motor skills: walking, craft, sport; creativity, innovation: music, arts, and crafts; skilled labor: innovation skill; miscellaneous: charisma, perception, persuasion, empathy, procedural



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memory, knowledge, expertise, fluency, profession, theory of multiple intelligences, thinking and intelligence, IQ.

**Self-awareness** – is the capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals. Self-awareness, though similar to sentience in concept, includes the experience of the self, and has been argued as implicit to the hard problem of consciousness.

**Selfishness** – denoting the precedence given in thought or deed to the self, i.e., self-interest or self-concern.

**Self-management** – the solution of questions of activity of the educational organization and (or) primary collectives their members within the powers delegated by heads.

**Self-organizing** – processes of regulation spontaneously proceeding in human society at the basis of which customs, traditions, features of leadership, norm of the informal relations, subcultural features and other social and psychological phenomena lie.

**Shatsky Stanislav Teophilovich** (1878–1934) – Russian and Soviet pedagogue. S.T. Shatsky's pedagogical activity began with attempt of creation of private school, but he was refused, therefore in 1905 among children and teenagers of working suburbs of Moscow the children's clubs together with the architect I.V. Zelenko and other teachers created first in Russia. In 1906 they organized the society «Settlement» which in 1908 was closed by police for socialism promotion among children, and Shatsky was arrested. Since 1909 child labor and rest directs society. In 1911 he organized a colony «Vigorous life». From 1919 to 1932 according to A.V. Lunacharsky's proposal he directed work of the first experimental station on national education. In 1932– 1934 he directed the Central experimental laboratory and, at the same time, since 1932 to the sudden death he was the director of the Moscow conservatory. His words are «My pedagogical belief grew from denial of how I was taught and brought up». Practical work with children was based on the pedagogical concept which was developed by members of society. This concept started with need of creation of conditions which would help children to lead rich emotional



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and intellectual life. In the education an emphasis was made on assimilation almost significant knowledge for life of children. The relations between teachers and children were as the relations between seniors and younger companions. A feeling of solidarity, cooperation, collectivism was of great value in education. The unusual phenomenon for student teaching of that time was organization of children's management. S.T. Shatsky brought the significant contribution to development of the content of education at school and increased a role of a lesson as a main form of study. Under the direction of S.T. Shatsky methods of pedagogical research such as social and pedagogical experiment, supervision, poll were developed.

**Socialability** – a trait of character expressing requirement and ability of the personality to communication with other people, to mutual understanding establishment with them. For the sociable person communication is very easy, he has an ability not to be lost in communication situations, he has an aspiration to an initiative, leadership in group.

**Social activity** – is a kind of social action that refers to an act which takes into account the actions and reactions of individuals. According to Max Weber, an action is social if the acting individual takes account the behavior of others and is oriented in its course.

**Social and Pedagogical Victimology** – the branch of knowledge entering as a component into social pedagogics, studying various categories of people – real or potential victims of bad and difficult conditions of socialization.

**Social adaptation** – the ability to live and express oneself according to a society's restrictions and cultural demands.

**Social behavior** – behavior that takes place in a social context and results from interaction between and among individuals.

**Social institution** – is any structure or mechanism of social order and cooperation governing the behavior of a set of individuals within a given human community. Institutions are identified with a social purpose and permanence, transcending individual human lives and intention by enforcing rules that govern cooperative human behavior.



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**Social pedagogy** – the term social pedagogy has been used to describe a range of work straddling social work and education. Often more holistic and group-oriented than dominant forms of social work and schooling, social pedagogy has its roots in German progressive education – and is sometimes translated as «community education» or «education for sociality». Social pedagogy is based on humanistic values stressing human dignity, mutual respect, trust, unconditional appreciation, and equality, to mention but a few. It is underpinned by a fundamental concept of children, young people and adults as equal human beings with rich and extraordinary potential and considers them competent, resourceful and active agents.

**Social psychology** – the branch of human psychology that deals with the behavior of groups and the influence of social factors on the individual.

**Social phenomena** – include all behavior which influences or is influenced by organisms sufficiently alive to respond to one another.

**Social Phobia** – fear of interactions in public settings.

**Social rejection** – occurs when an individual is deliberately excluded from a social relationship or social interaction. The topic includes both interpersonal rejection (or peer rejection) and romantic rejection. A person can be rejected on an individual basis or by an entire group of people. Furthermore, rejection can be either active, by bullying, teasing, or ridiculing, or passive, by ignoring a person, or giving the «silent treatment».

**Social relation** – can refer to a multitude of social interactions, regulated by social norms, between two or more people, with each having a social position and performing a social role. In sociological hierarchy, social relation is more advanced than behavior, action, social behavior, social action, social contact and social interaction. Social relations form the basis of concepts such as social organization, social structure, social movement and social system.

**Social teacher** – the expert in work with children and adults in social-cultural and family spheres. According to the qualifying characteristic its functions include some categories, as for social teacher: a complex of actions for education, development and



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social protection of the children' identity in establishments and in a residence; studies of personality's features of the being trained, environment, living conditions; revealing of interests and requirements, difficulties and problems, conflict situations, deviations in behavior of children and in due time rendering them a social help and support; mediating between the identity of wards and establishment, a family, departments and administrative bodies; defining tasks, forms, methods of social-pedagogical works, ways of the personal decision and social problems, taking measures on social protection and help, realization of the rights and personal freedoms of students; organizing different types of social valuable activity of children and adults, the actions directed on development of social initiatives, realization of projects and programs, participating in their development and the statement; promoting humane establishment; promoting situation of psychological creation of comfort and safety for the students' identity, caring of protection of their life and health; caring out work on employment, patronage, shelter provision, grants, pensions, to registration of savings deposits, using securities for orphans and children without parental support; cooperating with teachers, parents (persons, them replacing), experts of social services, family and youth employment services, with the charitable organizations; analyzing deviant behavior.

**Social worker** – person who completes home studies, works with birth parents and adoptive families in adoption situations.

**Socialization** – the process by which an individual learns to live in accordance with the expectations and standards of a group or society, acquiring its beliefs, habits, values, and accepted modes of behavior primarily through imitation, family interaction, and educational systems; the procedure by which society integrates the individual.

**Society** – a human society, is a group of people related to each other through persistent relations, or a large social grouping sharing the same geographical or virtual territory, subject to the same political authority and dominant cultural expectations.

**Sociology** – scientific study of human social behavior. As the study of humans in their collective aspect, sociology is concerned with all group activities – economic, social,



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political, and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion, social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, and substance addiction. Sociology tries to determine the laws governing human behavior in social contexts; it is sometimes distinguished as a general social science from the special social sciences, such as economics and political science, which confine themselves to a selected group of social facts or relations.

**Socrates** (469 BC – 399 BC) – was a classical Greek Athenian philosopher. Credited as one of the founders of Western philosophy, he is an enigmatic figure known chiefly through the accounts of later classical writers, especially the writings of his students Plato and Xenophon, and the plays of his contemporary Aristophanes. Socrates has become renowned for his contribution to the field of ethics. His most important contribution to Western thought is his dialectic method of inquiry, known as the Socratic method or method of «elenchus», which he largely applied to the examination of key moral concepts such as the Good and Justice. The influence of this approach is most strongly felt today in the use of the scientific method, in which hypothesis is the first stage. The development and practice of this method is one of Socrates' most enduring contributions, and is a key factor in earning his mantle as the father of political philosophy, ethics or moral philosophy, and as a figurehead of all the central themes in Western philosophy.

**Somatic education** – is a healthcare modality based on co-creative science. It is therefore taught and practiced in a co-creative partnership with nature. It considers the body as one of nature's gardens and facilitates self-healing by working with flower essences; maps and calibration; and environmental, energy, and other processes.

**Special education** – special instruction for students with educational or physical disabilities, tailored to each student's needs and learning style.

**Special Guardianship** – when the court makes a Special Guardianship order it gives parental responsibility to the special guardian, which they share with anyone else who has this. The order lasts until the child is 18, unless the court discharges it earlier.



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**Story** – (as a method of students’ consciousness formation) – small coherent statement (in a narrative or descriptive form) containing the events and illustrations or the analysis of these or those moral concepts and estimates.

**Stress** – forces from the outside world impinging on the individual. Stress is a normal part of life that can help people learn and grow. Conversely, stress can cause significant problems.

**Stress management** – the design and implementation of workplace programs and services intended to combat employee stress and improve overall employee morale, effectiveness and productivity.

**Sublimation** – is a mature type of defense mechanism where socially unacceptable impulses or idealizations are consciously transformed into socially acceptable actions or behavior, possibly converting the initial impulse in the long term. Sublimation allows us to act out socially unacceptable impulses by converting them into a more acceptable form. For example, a person experiencing extreme anger might take up kick-boxing as a means of venting frustration. Freud believed that sublimation was a sign of maturity (indeed, of civilization), allowing people to function normally in culturally acceptable ways.

**Sukhomlinsky Vasily Aleksandrovich** (1918–1970) – a school teacher and one of the most influential Soviet educators in the post-war period. His school in the small Ukrainian town of Pavlysh became an educational Mecca visited by thousands of teachers, and his books were read by millions. His idealism and his deep love for children led him to develop a holistic system of education which placed great emphasis on children’s health and on their moral and aesthetic development, as well as on intellectual and vocational development. He attracted criticism from some people in the Soviet educational hierarchy for laying too much emphasis on the individual. He was a humanistic educator who saw the aim of education is to be strong and healthy (physically and emotionally), to be a personification of kindness. It meant someone who had a deep appreciation of beauty, who had developed their intellect (and was observant and aware of their environment), and who had developed their talents and used them for the benefit of society. The



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core of Sukhomlinsky's system of education was his approach to moral education, which involved sensitizing his students to beauty in nature, in art and in human relations, and encouraging students to take responsibility for the living environment which surrounded them. Sukhomlinsky taught his students that the most precious thing in life is a human being, and that there is no greater honour than to bring joy to other people. He taught them that to bring joy to other people, and especially to their families, they should strive to create beauty in themselves and in the environment. There was thus a very close connection between moral and aesthetic education in Sukhomlinsky's approach. His most popular works are: «I give my heart to children», «One hundred advices for the teacher», «A birth of a citizen», «Parent's pedagogy», «Letters to the son», «How to grow a real man», «About education».

**Super-ego** – Freud developed the concept of the super-ego from an earlier combination of the ego ideal and the «special psychical agency which performs the task of seeing that narcissistic satisfaction from the ego ideal is ensured...what we call our conscience». The installation of the super-ego can be described as a successful instance of identification with the parental agency, while as development proceeds the super-ego also takes on the influence of those who have stepped into the place of parents – educators, teachers, people chosen as ideal models. The super-ego aims for perfection. It comprises that organised part of the personality structure, mainly but not entirely unconscious, that includes the individual's ego ideals, spiritual goals, and the psychic agency (commonly called «conscience») that criticizes and prohibits his or her drives, fantasies, feelings, and actions. The Super-ego can be thought of as a type of conscience that punishes misbehavior with feelings of guilt. For example, for having extra-marital affairs. Taken in this sense, the super-ego is the precedent for the conceptualization of the inner critic. The super-ego works in contradiction to the id. The super-ego strives to act in a socially appropriate manner, whereas the id just wants instant self- gratification. The super-ego controls our sense of right and wrong and guilt. It helps us fit into society by getting us to act in socially acceptable ways.



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## T

**Tabula rasa** – is the epistemological theory that individuals are born without built-in mental content and that their knowledge comes from experience and perception. Generally proponents of the tabula rasa thesis favor the «nurture» side of the nature versus nurture debate, when it comes to aspects of one’s personality, social and emotional behavior, and intelligence. The term in Latin equates to the English «blank slate» (or more accurately, «erased slate») (which refers to writing on a slate sheet in chalk) but comes from the Roman tabula or wax tablet, used for notes, which was blanked by heating the wax and then smoothing it to give a tabula rasa.

**Teacher authority** – a special professional position, which may influence the student behavior, and gives the right to «ask others to do something», to make decisions, to assess. Without authority there is little efficacy.

E.g. – In French there are five basic forms of authority. Each needs to operate to some degree, but some will be emphasized and utilized more than others. These five types of authorities are: Attractive/Referent, Expert, Coercive and position/Legitimate.

**Temperament** – refers to those aspects of an individual’s personality, such as introversion or extroversion, that are often regarded as innate rather than learned. A great many classificatory schemes for temperament have been developed. Historically, the concept of temperament was part of the theory of the four humours, with their corresponding four temperaments. The concept played an important part in pre-modern psychology, and was explored by philosophers such as Immanuel Kant and Hermann Lotze. More recently, scientists seeking evidence of a biological basis of personality have further examined the relationship between temperament and character (defined in this context as the learnt aspects of personality).

**Tolerance** (patience) – absence or weakening of reaction on to: an adverse factor as a result of decrease in sensitivity to its influence; ability of the person to resist to any vital difficulties without loss during psychological adaptations; one of the most important professional qualities of the teacher; ability of the teacher adequately to estimate a real



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situation, on the one hand, and possibility to expect a way out – with other. Formation of tolerance is one of important issue of teacher’s professional education.

**Tradition (social education)** – forms and establishments of life, idea, value, the standards of behavior remaining in the educational organization for a long time and transferred from one generation to another.

## U

**Ushinsky Konstantin Dmitrievich** (1824–1871) – a Russian teacher and writer, the founder of scientific pedagogy in Russia. Ushinsky’s magnum opus was his theoretical work «The Human as a Subject of Education: Pedagogical Anthropology in three volumes». According to Ushinsky, the subject of education is human, so it is impossible to achieve results in education without using the results of the «anthropological sciences»: philosophy, political economy, history, literature, psychology, anatomy, physiology. According to Ushinsky, «Pedagogical experience without science is equivalent to witchcraft in medicine. «Ushinsky was a teacher of Russian Literature and Law at the Gatchina Orphanage (Gatchinsky Sirotsky Institut). In 1855–1859 he became the Inspector at the same institution. There was a lucky incident during his inspectorship: he discovered two sealed-off bookcases untouched for more than twenty years, which held the library of Pestalozzi’s pupil Hugel. This discovery strongly influenced Ushinsky’s interest in theoretical pedagogy. Then Ushinsky was the Inspector of the Smolny Institute for Noble Maidens in Saint-Petersburg, he also worked as the Chief Editor of the Journal of the Department of Education. Following a conflict with the Department of Education, Ushinsky was forced to go abroad to study school organizations in Switzerland, Germany, France, Belgium and Italy (1862–1867). At the end of his life Ushinsky mostly acted as a writer and publicist. Together with Pirogov he may be considered as an author of the liberal reforms of the 1860s. Emancipated peasants needed schools, the schools needed teachers and textbooks. Ushinsky expended a lot of effort arguing the best way to organize teachers’ seminars. Among Ushinsky’s breakthroughs was the new «Analytic-Synthetic



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Phonetic Method» for learning reading and writing, which is still the main method used in Russian schools. He also wrote children's textbooks for learning reading: Children's World, Native Word. More than 10 million of Ushinsky's books, including 187 editions of Native Word, were printed before the October Revolution.

**Usual fostering limit** – the number of children fostered by a foster caregiver is limited (the usual fostering limit). The current usual fostering limit is three children unless the children are all siblings although exemptions can be granted.

## V

**Validity** – the complex characteristic of a research method, including data on, whether is suitable a technique for measurement of for what it was created, and what its effectiveness, practical utility.

**Valuable autonomy** – a demand to have a personal opinion.

**Values** – personal or cultural value is an absolute or relative ethical value, the assumption of which can be the basis for ethical action. Types of values include ethical/moral value, doctrinal/ideological (religious, political) values, social values, and aesthetic values. It is debated whether some values which are not clearly physiologically determined are intrinsic such as altruism and whether some such as acquisitiveness should be valued as vices or virtues. Values have typically been studied in sociology; anthropology; social psychology; moral philosophy and business ethics.

**Verbalization** – reflection of experience in speech, is a speech indicator of the personality.

**Verbal learning** – process of acquisition of knowledge, experience through verbal influences (instructions, explanations, examples of behavior, etc.), without the help of specific subject actions.

**Verification** – the exact, experimentally confirmed scoping of a concrete concept, the concrete category, received as a result of the carried-out research.



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**Vocational education** – large communities frequently have separate public schools devoted to specific occupational fields, and some counties and states sponsor regional vocational training establishments. These public schools work closely with interested industries and trades in establishing curricula and in guidance programs. The cooperative training technique, in which students work part-time in the job for which they are preparing, is a common feature of these schools. Community colleges often provide vocational training courses. Many industries have instituted extensive vocational education programs for their employees, and virtually all trades require apprenticeship and/or on-the- job training. Theorists in vocational training have emphasized that its aim is to improve the worker’s general culture as well as to further his or her technical training. That policy is evident in the academic requirements of public vocational schools and in the work of public continuation and evening schools. Various academic courses are provided so that workers who have not completed the public school requirements may do so while engaged in regular jobs. In some localities attendance at continuation schools is compulsory for those who are of school age. While continuation and evening schools are often primarily vocational, they frequently include general courses that attract older workers.

**Vygotsky Lev Semyonovich** (1896–1934) – a Soviet psychologist, the founder of an original holistic theory of human cultural and biosocial development commonly referred to as cultural-historical psychology, and leader of the Vygotsky Circle. Vygotsky’s interests in the fields of developmental psychology, child development, and education were extremely diverse. His philosophical framework includes insightful interpretations of the cognitive role of mediation tools, as well as the re-interpretation of well- known concepts in psychology such as internalization of knowledge. Vygotsky introduced the notion of zone of proximal development, an innovative metaphor capable of describing the potential of human cognitive development. His work covered such diverse topics as the origin and the psychology of art, development of higher mental functions, philosophy of science and methodology of psychological research, the relation between learning and



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human development, concept formation, interrelation between language and thought development, play as a psychological phenomenon, learning disabilities, and abnormal human development. His major works span six separate volumes, from Psychology of Art, Thought and Language (or Thinking and Speech).

## W

**Will** – ability of the person to operate in the direction of personal goal, overcoming thus internal obstacles.

**Wundt Wilhelm Maximilian** (1832–1920) – a German physician, psychologist, physiologist, philosopher, and professor, known today as one of the founding figures of modern psychology. He is widely regarded as the father of experimental psychology.



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## Перечень учебных изданий и информационно-аналитических материалов

### Рекомендуемая учебная литература

1. Андреасян, И.М. Обучение общению: Практикум для будущих учителей: Учебн. пособие / И.М. Андреасян, Ю.В. Маслов, М.Е. Маслова. – Мн.: Лексис, 2003.
2. Голованев, В.В. Английский язык для психологов. – Мн.: Тетра Системс, 2005.
3. Голованев, В.В. Английский язык для студентов педагогических специальностей ВУЗов. – Мн.: Тетра Системс, 2009.
4. Горизонты. Практика устной и письменной английской речи. Horizons: A Practical Course in Spoken and Written English. Учеб. пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Авт. – сост. Е.П. Михалева и др. – 3-е изд. – Мн.: Лексис, 2006.
5. Горизонты. Horizons: словарь. практикум для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / О.А. Лаптева, Е.В. Шарабчиева. – Мн.: Лексис, 2006.

### Грамматический материал для самостоятельного изучения

1. Лещева, Л.М. Практическая грамматика английского языка в 3-х частях. / Л.М. Лещева- Минск, 2005. – 119 с. – 219 с.
2. Murphy, Raymond. English Grammar in Use / Raymond Murphy - Cambridge University Press, 1997. – 119 с. –324с.

#### *Интернет сайты:*

1. [www.wikipedia.org](http://www.wikipedia.org)
2. [www.britannica.com](http://www.britannica.com)
3. [www.englishclub.com](http://www.englishclub.com)



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## ПРИЛОЖЕНИЕ

### Требования

#### предъявляемые к студентам неязыковых специальностей Брестского государственного университета имени А.С. Пушкина на итоговом экзамене по иностранному языку

На итоговом экзамене студенты неязыковых специальностей должны продемонстрировать умение пользоваться иностранным языком как средством межкультурной коммуникации в профессиональной и непрофессиональной сферах.

Студенты должны владеть фонетическими, грамматическими и лексическими нормами языка, уметь адекватно реализовать эти нормы в различных видах речевой деятельности и в разных ситуациях общения (читать и переводить литературу по специальности; вести общение социокультурного и профессионального характера; понимать иноязычную речь на слух).

#### *Содержание итогового экзамена*

На экзамене по иностранному языку проверяется владение следующими видами речевой деятельности: чтение, говорение и письмо. Итоговый экзамен состоит из 2-х частей: *письменной* и *устной*.

Владение письменной речью оценивается на основе: 1) *лексико-грамматического теста*; 2) *чтения и письменного перевода* оригинального профессионально ориентированного текста с иностранного языка на родной со словарем (объем 1300–1500 печатных знаков).

Другие виды речевой деятельности студента проверяются в устной части, которая включает:



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1. подготовленное *высказывание* по заданной ситуации и неподготовленную *беседу* с преподавателем в рамках данной ситуации (по предметно-тематическому содержанию дисциплины).

2. *реферирование* аутентичного или частично адаптированного общественно-политического, культурологического, научно-популярного текста (объем текста 900 печатных знаков), *беседу* на иностранном языке по содержанию текста.

### ***Критерии оценок***

Оценка ответа студента на итоговом экзамене (средний балл) определяется на основании отметок, полученных им за выполнение заданий экзамена: лексико-грамматического теста, чтения и письменного перевода текста, реферирования текста и беседы по его содержанию, подготовленного высказывания по предложенной ситуации и неподготовленной беседы в рамках данной ситуации.

Оценка уровня владения иностранным языком проводится в соответствии с предлагаемыми критериями, которые базируются на программных требованиях к практическим навыкам и умениям по иностранному языку.



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### *Критерии оценки лексико-грамматического теста:*

1. языковая правильность и точность выполнения теста;
2. полнота выполнения теста.

<b>Баллы (отметки)</b>	<b>Показатели языковой правильности теста</b>
10	отсутствие ошибок
9	не более 2 ошибок
8	не более 3 ошибок
7	не более 4 ошибок
6	не более 5 ошибок
5	не более 6 ошибок
4	не более 7 ошибок
3	не более 8 ошибок
2	не более 9 ошибок
1	10 и более ошибок

При оценке языковой правильности теста учитываются лексические, грамматические и орфографические ошибки.

Языковые ошибки рассматриваются дифференцированно:

лексическая ошибка – 1 ошибка

грамматическая ошибка – 1 ошибка

орфографическая ошибка – 0,5 ошибки.



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### *Критерии оценки перевода текста:*

- полнота перевода;
- точность передачи содержания (отсутствие смысловых и терминологических искажений) текста.
- правильная передача средствами родного языка характерных особенностей переводимого текста.

<b>Баллы (отметки)</b>	<b>Показатели оценки</b>
10	Полный перевод. Отсутствие смысловых и терминологических искажений. Творческий подход и абсолютная точность передачи содержания и характерных особенностей стиля переводимого текста.
9	Полный перевод. Отсутствие смысловых и терминологических искажений. Правильная передача содержания и характерных особенностей переводимого текста.
8	Полный перевод. Отсутствуют смысловые искажения. Правильная передача содержания текста. Имеют место незначительные неточности.
7	Полный перевод. Соблюдается точность передачи содержания. Отсутствуют смысловые искажения. Допускаются некоторые терминологические неточности и незначительные нарушения характерных особенностей переводимого текста.
6	Не совсем полный перевод. Отсутствуют смысловые искажения. Допускаются незначительные терминологические искажения. Имеют место неточности в передаче содержания текста.



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5	Неполный перевод. Допускаются незначительные искажения смысла и терминологии. Нарушается в отдельных случаях содержание переводимого текста.
4	Неполный перевод. Допускаются грубые терминологические искажения. Нарушается правильность передачи содержания переводимого текста.
3	Неполный перевод текста. Допускаются грубые смысловые и терминологические искажения. Нарушается правильность передачи содержания переводимого текста.
2	Неполный перевод текста. Допускаются грубые искажения в передаче содержания переводимого текста.
1	Отказ от перевода текста.



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## *Критерии оценки реферирования текста и беседы по тексту:*

- степень полноты и точности понимания текста;
- извлечение из текста основной информации;
- умение отделить основную информацию от второстепенной;
- отсутствие избыточной информации;
- умение установить логическую/хронологическую связь фактов и событий;
- умение обобщить данные, изложенные в тексте, и сделать выводы;
- речевая активность в процессе беседы по проблематике текста с преподавателем;
- языковая правильность.

<b>Баллы</b>	<b>Показатели оценки</b>
10	Извлечение из текста основной информации со степенью 100% полноты и точности понимания. Отсутствие избыточной информации. Высказывание своего отношения к проблеме, обозначенной в предложенном тексте. Содержание высказывания соответствует теме, отличается спонтанностью и аргументированностью. Речь правильная, отсутствуют ошибки языкового характера.
9	Извлечение из текста основной информации со степенью 100% полноты понимания. Изложение основных фактов и событий, установление логической/хронологической связи между ними. Обобщение данных, изложенных в тексте. Отсутствие избыточной и второстепенной информации. Содержание высказывания соответствует проблеме. Речевая активность студента высокая. Допускается 1-2 ошибки языкового характера.
8	Извлечение из текста основной информации со степенью полноты понимания в пределах 100%. Абсолютная точность понимания содержания текста. Отделение основной информации от второстепенной. Имеет место избыточность информации. Адекватное реагирование на вопросы преподавателя. Незначительные ошибки языкового характера.



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7	Извлечение из текста основной информации со степенью полноты понимания в пределах 70–75%. Отсутствие второстепенной информации. Несоблюдение логической/хронологической связи фактов и событий при изложении содержания текста. Допускается избыточность информации. Речевая активность студента достаточно высокая, допускаются языковые ошибки.
6	Извлечение из текста основной информации со степенью полноты понимания в пределах 60–70%. Основная информация отделена от второстепенной. Имеет место неумение сгруппировать информацию по определенным признакам. Речевая активность студента невысокая. Ответы на вопросы преподавателя осознанные. Допускаются лексические и грамматические ошибки.
5	Полнота понимания текста в пределах 50%. Неумение провести селективный отбор информации, переработать и логично изложить ее. При передаче содержания текста допускается второстепенная и избыточная информация. Имеет место не совсем точное понимание текста, отдельные факты искажены. Речевая активность студента невысокая. Имеет место непонимание некоторых вопросов преподавателя. Допускается значительное количество грамматических, лексических и фонетических ошибок.
4	Полнота понимания текста в пределах 50%. Не умение отделить основную информацию от второстепенной. Предпринимается попытка изложить основную информацию, однако сводится это в основном к воспроизведению понятого содержания текста с многочисленными ошибками языкового характера.
3	Степень полноты понимания текста менее 50%. Студент затрудняется определить главную мысль, предпринимает попытки изложить факты из текста на иностранном языке с большим количеством языковых ошибок. Реакция на вопросы преподавателя отсутствует.



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2	Понимание только отдельных фактов текста, не всегда отражающих основную информацию. Попытки воспроизведения их с многочисленными ошибками.
1	Понимание отдельных предложений, не несущих основную информацию. Ответ не по существу. Отказ от ответа.



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## *Критерии оценки устного ответа студента:*

- соответствие высказывания студента коммуникативной задаче, ситуации общения;
- связность, разноструктурность, полнота, беглость;
- языковая правильность речи;
- использование оценочных фраз, выражение собственного мнения.

<b>Баллы (отметки)</b>	<b>Показатели оценки</b>
10	Свободное оперирование программным материалом в предложенной ситуации. Содержание высказывания соответствует ситуации общения. Речевая активность студента очень высокая, ответ отличается логичностью, связностью, полнотой, последовательностью и беглостью. Высказывание политематического характера, хорошо аргументировано, выражает свою точку зрения. Темп речи высокий. Отсутствие ошибок языкового характера.
9	Свободное оперирование программным материалом в предложенной ситуации. Содержание высказывания соответствует ситуации общения, отличается связностью, полнотой и беглостью, хорошо аргументировано, выражает собственное мнение. Речь разнообразна, допускается 1-2 языковые ошибки, исправляемые на основе самокоррекции.
8	Содержание высказывания соответствует заданной теме и ситуации общения, отличается последовательностью, логичностью, аргументированностью. Незначительные языковые ошибки (2-3).
7	Содержание высказывания соответствует заданной теме и ситуации общения. Высказывание не всегда логично и последовательно, редкие ошибки (3-4) языкового характера.



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6	Содержание высказывания в основном соответствует коммуникативной задаче. Речь лексически и грамматически разнообразна, но недостаточно беглая (паузы, повторы и др.). Наличие языковых ошибок (4-5).
5	Коммуникативная задача решается на уровне осознанного воспроизведения заученного материала в ситуации с многочисленными ошибками. Речевая активность студента невысокая, имеют место существенные недостатки в построении высказывания.
4	Полное воспроизведение заученной темы. Речь упрощенная. Понимание языка ограничено. Ответ содержит значительное количество лексических/грамматических/фонетических ошибок, значительно влияющих на адекватность оформления речи.
3	Коммуникативная задача решается на уровне неполного воспроизведения по памяти заученной темы. Отсутствует понимание и реакция на понимание. Ответ содержит такое количество ошибок, которое приводит к несоответствию адекватного оформления речи.
2	Коммуникативная задача решается на уровне отдельных предложений. Высказывание не отвечает коммуникативной задаче ситуации.
1	Отсутствие ответа или отказ от него.



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## Соответствие баллов оценке (словесной характеристике)

Баллы (отметки)	Оценка
10	«превосходно»
9	«отлично»
8	«почти отлично»
7	«очень хорошо»
6	«хорошо»
5	«почти хорошо»
4	«удовлетворительно»
3	«неудовлетворительно»
2	«неудовлетворительно»
1	«плохо»



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