

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

**Л. М. Калилец**

# **АНГЛИЙСКИЙ ЯЗЫК**

Электронный учебно-методический комплекс  
для студентов специальности 6-05-0112-01 «Дошкольное образование»

Брест  
БрГУ имени А. С. Пушкина  
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В издании представлены материалы для обучения различным видам чтения, навыкам профессионального общения, письменной речи, а также аннотированию иноязычных текстов по специальности. ЭУМК состоит из практического раздела, структура и содержание которого соответствуют определенным модулям обучения, раздела контроля знаний, вспомогательного раздела, включающего рекомендации по организации и выполнению самостоятельной работы, примерное содержание итогового экзамена и перечень учебных изданий и информационно-аналитических материалов для изучения дисциплины, а также ряда приложений.

Адресуется студентам специальности 6-05-0112-01 «Дошкольное образование».

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## ВВЕДЕНИЕ

Современная тенденция развития университетского образования к сокращению объема аудиторных занятий при возрастании доли самостоятельной работы обучающихся предопределяет актуальность проектирования электронных учебно-методических комплексов по всем дисциплинам.

Электронный учебно-методический комплекс (далее – ЭУМК) по дисциплине «Иностранный язык (английский)» разработан для студентов, обучающихся по специальности 6-05-0112-01 «Дошкольное образование». ЭУМК представляет собой систему дидактических средств обучения, разработанных для наиболее полной реализации целей и задач, изложенных в соответствующем образовательном стандарте высшего образования (ОСВО-101 01 01-2013) и учебной программе по дисциплине (рег. № СП-6-001-23/уч., рег. № СП-6-002-23/уч. ЗФ, утв. 23.02.2023).

Педагог в процессе профессиональной деятельности испытывает необходимость в получении новейшей информации по своей специальности, значительная часть которой представлена на иностранном языке. Профессиональная деятельность специалиста педагогического профиля требует умения пользоваться базами данных, осуществлять информационный поиск, оформлять документы, редактировать тексты. Развитие современных технологий открывает неисчерпаемые источники информации. В условиях расширяющегося международного сотрудничества увеличивается спрос на специалистов, практически владеющих иностранными языками и совершенствующих свои знания.

В соответствии с учебным планом данной специальности на дневной форме получения образования на изучение дисциплины отводится 216 часов, из них 124 часа аудиторных (первый семестр – 108 часов, из них 62 часа аудиторных практических занятий; второй семестр – 108 часов, из них 62 часа аудиторных практических занятий). Формой промежуточной аттестации в первом семестре является зачет, во втором семестре – экзамен.

В соответствии с учебным планом данной специальности на заочной форме получения образования на изучение дисциплины отводится 216 часов, из них 32 часа аудиторных (первый семестр – 108 часов, из них 14 часов аудиторных практических занятий; второй семестр – 108 часов, из них 18 часов аудиторных практических занятий). Формой промежуточной аттестации в первом семестре является зачет, во втором семестре – экзамен.

### ***Методические рекомендации***

Структура и материалы ЭУМК имеют четкую направленность на оптимизацию деятельности участников педагогического процесса, повышение доли и роли самостоятельной работы обучающихся, содействие повышению качества образовательного процесса и обеспечение его контроля.

В контексте современных образовательных тенденций происходит переосмысление и обновление иноязычного образования: целей, содержания, технологий, средств и форм обучения. Актуализация личностно образующих функций привела к тому, что иностранный язык стал рассматриваться не только как средство коммуникации, но и как инструмент познания и развития личности в диалоге культур (родной и иностранной).

В Общеввропейской классификации компетенций владения иностранным языком, составленной на основе деятельностного подхода, описывается концепция многоязычия, в рамках которой целью языкового образования, помимо решения конкретных профессиональных и коммуникативных задач, является формирование поликультурной многоязычной личности.

**Целью** изучения учебной дисциплины «Иностранный язык» является формирование иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство профессионального общения в условиях межкультурной коммуникации.

Для достижения цели в процессе изучения дисциплины решаются следующие основные **задачи**:

- формирование социокультурной компетенции и поведенческих стереотипов;
- развитие у студентов умения самостоятельно приобретать знания для осуществления профессиональной коммуникации на иностранном языке;
- формирование навыков монологической и диалогической форм межкультурного общения с соблюдением коммуникативных норм общения в профессиональной сфере;
- расширение словарного запаса и формирование терминологического аппарата на иностранном языке в пределах профессиональной сферы;
- углубление и расширение навыков межличностной коммуникации, умений работать в команде;
- формирование готовности к социальному межкультурному взаимодействию, ценностно-смысловой ориентации в мире, саморазвитию;

– развитие потребности в дальнейшем самообразовании и совершенствовании профессиональных навыков.

Учебная дисциплина «Иностранный язык» является дисциплиной государственного компонента, включена в модуль «Общепрофессиональные дисциплины».

Данная учебная дисциплина предполагает содержательное пересечение с такими дисциплинами, как «Педагогика», «Детская психология».

Освоение учебной дисциплины «Иностранный язык» должно обеспечить формирование **универсальной компетенции**:

*УК-3 Осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия.*

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

– систему иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);

– лексический минимум по изучаемым темам и основную терминологию специальности на иностранном языке;

– социокультурные конвенциональные нормы общения в предложенных сферах;

**уметь**:

– использовать языковые средства в соответствии с функцией высказывания;

– использовать иностранный язык в качестве инструмента профессиональной деятельности;

– письменно выразить свои коммуникативные намерения в указанных сферах;

– составлять письменные документы, используя реквизиты делового письма;

**владеть**:

– совокупностью навыков и умений речевой деятельности, позволяющими осуществлять иноязычную коммуникацию;

– лексическим минимумом в пределах профессиональной сферы;

– навыками самостоятельной работы в процессе овладения иностранным языком и рациональными приемами поиска и использования иноязычной информации в научно-исследовательской и практической деятельности.

В рамках образовательного процесса по данной учебной дисциплине студент должен приобрести не только теоретические и практические знания, умения и навыки по специальности, но и развивать свой ценностно-личностный, духовный потенциал, сформировать качества

патриота и гражданина, готового к активному участию в экономической, производственной, социально-культурной и общественной жизни страны.

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 «Человек и его окружение», «Высшее образование», «Моя специальность», «Беларусь», «На карте мира».

Раздел 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 педагогическим специальностям. Части данного раздела содержат профессионально направленный материал, соответствующий специальностям социально-педагогического факультета, по темам «Основные категории и терминология профессиональной области», «Теории, направления и подходы в профессиональной области», «Научные школы/течения», «Значимые достижения и открытия в профессиональной области», «Актуальные проблемы современной специальности».

Основным материалом для аудиторной и последующей самостоятельной работы в каждом разделе предусмотрен базовый текст.

Предтекстовые упражнения включают все виды заданий, начиная от лексико-грамматического теста, письменного перевода, аннотации прочитанного до пересказа некоторых устных тем, входящих в экзаменационный перечень, направлены на выработку умений работы со специальной литературой. Этот вид упражнений поможет студентам в успешной сдаче курсового экзамена по иностранному языку.

Послетекстовые упражнения направлены на проверку понимания прочитанного текста, формирование умения извлекать информацию, связно и логично излагать его содержание и выражать 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 педагогического 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.

*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.

Вспомогательный раздел включает методические рекомендации по организации и выполнению самостоятельной работы, образец экзаменационных материалов (лексико-грамматический тест; профессионально ориентированный текст для чтения и письменного перевода; аутентичный текст для аннотирования; подготовленные ситуации предметно-тематического содержания для беседы с преподавателем в рамках данной ситуации (по предметно-тематическому содержанию дисциплины)). Перечень учебных изданий и информационно-аналитических материалов, рекомендуемых для изучения учебной дисциплины, поможет обучающимся ориентироваться в источниках информации по предмету.



## СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

### Темы в рамках социального общения

#### ***Раздел 1. Люди и общество***

Человек и его окружение. Личностные характеристики. Члены семьи. Родство в браке. Описание внешности. Характер человека. Семейные отношения и нравственные ценности: любовь, уважение, дружба. Коммуникативно-поведенческие стереотипы в ситуациях бытового общения.

#### ***Раздел 2. Люди и места***

Мой дом. Мой район. Малая Родина. Знакомство с новыми людьми. Поддержание беседы. Хобби. Свободное время. Перемещение по городу. Построение маршрута. Транспорт. Бронирование билетов. Путешествия и отпуск. Виды отдыха. Питание вне дома. Рестораны и кафе. Покупки. Покупки онлайн. Культура и искусство. Посещение театра, музея.

#### ***Раздел 3. Высшее образование***

Высшее образование поколения 3+. Мой университет. История и персоналии. Мой факультет. Жизнь факультета. Формы организации учебного процесса. Дисциплины. Подготовка к экзаменам. Система высшего образования в Республике Беларусь. Система высшего образования в странах изучаемого языка. Студенческий городок. Общежитие. Студенческие объединения и мероприятия.

#### ***Раздел 4. На карте мира***

Страна изучаемого языка. Другие страны изучаемого языка. Государственные символы страны изучаемого языка. Политическая система. Столица (столицы). Традиции и праздники стран изучаемого языка. Иностранный язык в международном общении. Республика Беларусь. Государственные символы. Политическая система. История Беларуси. Никто не забыт, ничто не забыто. Столица Республики Беларусь. Достопримечательности. Традиции и культура Беларуси. Национальные ценности.

#### ***Раздел 5. В мире профессий***

Профессии и квалификации. Европейская система квалификаций. Выбор профессии. Моя будущая профессия. Личностные качества педагога/специалиста. Профессиональные компетенции современного педагога/специалиста. Трансверсальные компетенции. Выбор профессии. Поиск работы. Составление резюме. Собеседование. Роль учителя. Образ идеального педагога/специалиста. Социокультурные особенности профессиональной деятельности педагога/специалиста в странах изучаемого языка.

### ***Раздел 6. Моя специальность***

Основные категории и терминология профессиональной области. Теории, направления и подходы в профессиональной области. Выдающиеся деятели различных эпох и культур. Научные школы/течения. Значимые достижения и открытия в профессиональной области. Актуальные проблемы современной специальности.

### ***Раздел 7. Традиции и инновации в системе непрерывного педагогического образования***

Современные технологии в жизни и в образовании. Влияние современных технологий на молодежь. Современные технологии в преподавании предмета. Современные технологии и электронные ресурсы в профессиональной сфере. Индивидуальная образовательная траектория педагога. Непрерывное образование. Формы интеграции образования, науки и инновационной практики в рамках кластера непрерывного педагогического образования.

### **Грамматический материал**

Имя существительное. Имя собственное. Категории падежа и числа. Исчисляемые и неисчисляемые существительные. Артикль. Множественное число существительных. Имя прилагательное. Образование степеней сравнения прилагательных и наречий.

Смысловые и вспомогательные глаголы. Правильные и неправильные (сильные и слабые) глаголы. Видовременные формы глагола. Модальные глаголы. Залог.

Числительные и местоимения. Выражение количества.

Порядок слов в предложении. Типы вопросительных предложений.

Способы выражения будущих действий. Модальные глаголы. Категория модальности, использование модальных глаголов для передачи уверенности, оценки и т. п. Косвенная речь.

## ПРАКТИЧЕСКИЙ РАЗДЕЛ

### Социальное общение

#### OUR UNIVERSITY

***Exercise 1. Read the text and get ready to do the tasks that follow it.***

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 A. S. Pushkin University.

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, and an agricultural and biological station. The University has three museums: of biology, of geology, and of physical culture and sport.

The modern university provides pre-university education; higher education in 10 areas: "Pedagogy", "Humanities", "Natural Sciences", "Social Protection", "Communications. Law", "Economy. Control. Economics and Organization of Production", "Environmental Sciences", "Engineering and Technology", "Physical Culture", "Tourism and Hospitality"; postgraduate courses for Master's degree and PhD.

The university consists of 9 faculties: Philology, Psychology and Pedagogics, Social Pedagogics, Foreign Languages, Physical Education and Tourism, Natural Science, History, Physics and Mathematics, Law. Pinsk College is a separate branch of the university.

The University educates students at the day-time department and the correspondence department. More than 300 lecturers work at 34 university academic departments.

Educational research groups of the university enjoy wide appreciation both in Belarus and abroad, they are philological and pedagogical groups.

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.

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.

BrSU carries out fundamental, academic and state-contracted research. There are 137 student research associations of which 10 are student research laboratories where students and postgraduates are engaged.

The University has its own publishing house with a printing facility, which allows publishing textbooks, manuals and monographs, as well as collections of teachers' and students' research works.

Our university is well-known abroad due to its cooperation with numerous partner institutions of higher education in CIS and other countries: University of Education in Weingarten (Germany), Higher Pedagogical School in Kreuzlingen (Switzerland), Maria Skłodowska-Curie University in Lublin (Poland), East European National University after Lesya Ukrainka, Smolensk State Pedagogical University and Bryansk State University (Russia), the University of Xiaogan Province and Hohhot Vocational College (China), Catholic University of Leuven (Belgium), Budapest University (Hungary). International cooperation contributes to the training quality, providing university students with the opportunity to study abroad.

***Exercise 2. Match the words and their definitions.***

- |               |   |
|---------------|---|
| 1. University | a) lodgings for students;   |
| 2. Thesis     | b) an educational institution offering undergraduate and graduate degrees in a variety of academic areas; |
| 3. Student    | c) a faculty member of the highest rank in a university;  |
| 4. Hostel     | d) a scientific or scholarly investigation;   |
| 5. Research   | e) a speech on a specific subject, delivered to an audience for information or instruction;               |
| 6. Lecture    | f) a paper written by a student that develops an idea or point of view;                                   |
| 7. Professor  | g) a person who studies at a university.  |

***Exercise 3. Match the word combinations with their Russian equivalents.***

- |  |   |
|--|---|
| 1) various forms of research work        | a) получать высшее образование;                     |
| 2) participate in scientific conferences | b) заочное отделение;                               |
| 3) successive blossoming                 | c) различные формы научно-исследовательской работы; |

4) correspondence  
department  
5) acquire higher  
education

d) принимать участие в научных  
конференциях;  
е) непрерывное цветение.

***Exercise 4. Finish the sentences adding the information from the text.***

1. The full name of our University is ... .
2. At the disposal of students there are ... .
3. The University educates students at ... faculties.
4. Each academic year consists of ... .
5. At the University many students are engaged in ... .

***Exercise 5. Fill in the missing words.***

dialogues	miss	manage
classes	command	oral
complain	cope with	seminars      various

We are to take notes at the lectures and we 1) ... it fairly well, unless the lecturer speaks too fast, so that you may find it hard to follow him. Those who 2) ... a lecture usually copy up the notes if they wish to be successful in the exam. When we have 3) ... we spend a lot of time in the reading room revising the material. We also have English 4) ..., where we do all kinds of work. We make up 5) ..., talk on 6) ... problems, do grammar tests. Regular practice helps us to get a good 7) ... of the language. The tutors give us 8) ... and written homework. If your homework is carefully done you usually answer well in class. Students sometimes 9) ... that they are given too much work, but if you plan your day well you can 10) ... it without much difficulty.

***Exercise 6. Answer the questions***

1. What is the full name of the University you study at? How old is the University?
2. What buildings does the University occupy?
3. At what faculty do you study? At what faculties do your friends study?
4. What do students have at their disposal at the University?
5. What countries does our university cooperate with?
6. In what way is the academic year organized?

## THE IMAGE OF BELARUS

***Exercise 1. Read the text and get ready to do the tasks that follow it.***

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-th till the 16-th 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 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.

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.

***Exercise 2. Match the words and their definitions.***

- |              |   |
|--------------|---|
| 1. Border    | a) an object which is used to represent a particular person, group or idea;                   |
| 2. Maritime  | b) an official or legal right to do something;  |
| 3. Statehood | c) the line that divides one country from another;  |
| 4. Emblem    | d) connected with human activity at sea;  |
| 5. Power     | e) the condition of being a country or a part of a large country that has its own government. |

***Exercise 3. Match the word combinations with their Russian equivalents.***

- |                      |                                   |
|----------------------|-----------------------------------|
| 1. Contemporary      | a. постоянно действующий орган;   |
| 2. Polyethnic state  | b. современный;                   |
| 3. Legislative power | c. исполнительная власть;         |
| 4. Executive power   | d. многонациональное государство; |
| 5. Standing body     | e. законодательная власть.        |

***Exercise 4. Finish the sentences adding the information from the text.***

1. Belarus shares its border with five states: ... .
2. The first written documents of the Belarusian statehood go as far back  
... .
3. State power in the Republic of Belarus is formed and realized through  
... .
4. The main branches of Belarusian industry are ... .
5. Minsk is first mentioned in chronicles as a ... .

***Exercise 5. Fill in the missing words.***

- Judicial      nation      presidential      legislative      influences
1. Belarus has a cool continental climate moderated by maritime ... from the Atlantic Ocean.
  2. Polotsk lands are the historic and religious center of Belarusian and ... culture.
  3. Now Belarus is a ... republic.

4. A two-chamber parliament is the supreme ... body of state power in the Republic of Belarus.

5. Courts perform the ... power in the republic.

***Exercise 6. Answer the following questions***

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**

***Exercise 1. Read the text and get ready to do the tasks that follow it.***

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.

The Cabinet of about twenty 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 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 King 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 King cannot act independently. He reigns but does not rule. Although the King is deprived of actual power, he has retained many important, though formal functions.

***Exercise 2. Match the words and their definitions.***

- |                    |  |
|--------------------|--|
| 1. Constituency    | a) consists of the government departments responsible for putting central government plans into action;                      |
| 2. Monarchy        | b) to be in charge of or to control a meeting or event;  |
| 3. Civil Service   | c) the group of voters belonging to) any of the official areas of a country that elect someone to represent them nationally; |
| 4. Preside         | d) a person who has received a particular title and who can give it to their child;  |
| 5. Hereditary peer | e) a country which has a king or queen.  |

***Exercise 3. Match the word combinations with the Russian equivalents.***

- |                          |  |
|--------------------------|--|
| 1. Court of law          | a) свободное предпринимательство;                          |
| 2. Chief Officer         | b) государственный служащий;                               |
| 3. Civil Servant         | c) суд, действующий по нормам статутного или общего права; |
| 4. Court of appeal       | d) председательствующий;                                   |
| 5. Parliamentary sitting | e) апелляционный суд;                                      |
| 6. Free enterprise       | f) сессия парламента.                                      |

***Exercise 4. Finish the sentence adding the information from the text.***

1. The Prime Minister, or leader of the Government, ... .
2. The House of Lords are ... .
3. The Cabinet is ... .
4. The Conservative party believes in ... .
5. The Labour party believe ... .
6. The King is ... .

**Exercise 5. Fill in the missing words.**

Enterprise	civil servants	majority
Crown	Cabinet	Speaker

1. The Prime Minister is usually the leader of the political party with a ... in the House of Commons.
2. When elected the ... must not belong to any party.
3. The ... includes the ministers in charge of major government departments or ministries.
4. ... , who are permanent officials, run departments and ministries.
5. The Conservative party believes in free ... and the importance of a capitalist economy.
6. According to the Constitution the powers of the ... are very great.

**Exercise 6. Answer the following questions.**

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 King in the country?

**Профессиональное общение****LESSON 1. HISTORY OF EDUCATION****Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |               |  |
|---------------|--|
| 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.

**2. Use the above words to complete the following sentences.**

1. The school is seeking a ...to its headmaster who retires this spring.
2. We live in an increasingly... society, in which religion has less and less influence on our daily lives.
3. Naturally, different positions require different types and levels of ..., but even teachers of very young children need significant expertise.
4. For many centuries our ... were free to abandon their children, although child abandonment elicits strict legal punishment today.
5. Projects focused on education, ..., training, awareness-raising and institution-building.
6. These studies ... the fact that sleep is integral to good health.
7. You can ...vocabulary with visuals and examples used in sentences.

**3. 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     |

**4. Arrange A and B in pairs of antonyms.**

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

**Reading**

*Read the text and pick up the most important information about the origin of education and its history.*

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 learners may 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.

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.

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 Bologna 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.

(From [https://en.wikipedia.org/wiki/History\\_of\\_Education](https://en.wikipedia.org/wiki/History_of_Education))

### Post-reading stage

#### ***5. Join the suitable parts.***

- |   |   |
|---|---|
| 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;   |
| 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. |

**6. Complete the sentences using the following words.**

***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.

**7. Fill in 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.

**8. Answer the following questions.**

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

**9. Using the answers summarize the main ideas of the text.**

**10. Read the passage and complete it using the correct verb forms (Past simple, Active and Passive voice).**

Ancient Greece (*to divide*) into independent city-states. The educational system of each city-state (*to aim*) to produce good citizens. Athens and Sparta, two of the most powerful city-states, (*to have*) different ideals of citizenship. In Sparta, a citizen (*to judge*) largely by his political and military service. The government (*to control*) education. Boys (*to receive*) physical and military training, but few (*to learn*) to read and write. In Athens, unlike Sparta, a citizen (*to judge*) more by the quality of his mind. But Athenian citizens (*to also expect*) to develop their bodies and to serve the state.

Athens (*to make*) the greatest educational advances of any Greek city-state. Nevertheless, Athenian education (*to be*) as far from democratic. Education (*to limit*) to the sons of Athenian citizens. Only about a fifth of the Athenians (*to be*) citizens. Most of the rest (*to be*) slaves, who (*not to consider*) worthy of an education.

**Additional practice**

***1. 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 ideas that govern all educational choices in that system. Such choices include curriculum, organisational models, design of the physical learning spaces (e. g.), student-teacher interactions, and 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 a child-centred, preschool curriculum for three- to seven-year-old children that aim 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.

(From Foundations. Early Childhood Education in a Diverse Society)



***2. Using clichés from the Supplementary write an annotation of the text.***

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

### **Ancient Greek education**

Greek civilization flourished from about 700 BC to about 330 BC. During this period, the Greeks made the greatest educational advance of ancient times. In fact, Western education today is based on the ancient Greek model.

Ancient Greece was divided into independent city-states. The educational system of each city-state aimed to produce good citizens. Athens and Sparta, two of the most powerful city-states, had different ideals of citizenship. In Sparta, a citizen was judged largely by his political and military service. The government controlled education. Boys received physical and military training, but few learned to read and write.

Athenian boys started their education at about age 6, but they did not go to schools as we think of schools today. A trusted family slave simply took them from teacher to teacher, each of whom specialized in a certain subject or certain related subjects. Boys studied reading, writing, arithmetic, music, dancing and gymnastics. As the boys advanced, they memorized the words of Homer and other Greek poets. Boys continued their elementary education until they were about 15 years old. From about ages 16 to 20, they attended a government-sponsored gymnasium. Gymnasiums trained young men to become citizen-soldiers. They emphasized such sports as running and wrestling and taught civic duty and the art of war. Students held discussions to improve their reasoning and speaking ability.

Some Athenian gymnasiums became centres of advanced learning. By the 400s BC, advanced learning in Athens consisted of philosophy and rhetoric. Philosophy included the study of logic, mathematics, morals, and science. Rhetoric included the study of government, history, and public speaking.

During the 400s and 300s BC, Athens produced such great philosophers and teachers as Aristotle, Plato, and Socrates. About 387 BC Plato founded a school of philosophy that became known as the Academy.

Most young Athenian women received no formal education. The Greeks believed girls could learn all they needed to know from their mothers – that is, how to prepare food, make clothing, and care for infants. However, some women belonged to religious organizations through which they developed skills in music, poetry, and dancing.

(From <https://www.britanica.com>)

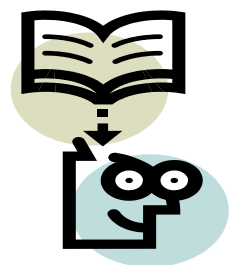
***4. Render the text into English using the active vocabulary.***

Воспитание и обучение юношества в Греции отражено в поэмах «Илиада» и «Одиссея», авторство которых приписывается легендарному древнегреческому поэту Гомеру. Внимание к воспитанию детей было большим, сложился образ совершенного человека, развитого умственно, нравственно и физически. В воспитательной практике этим идеалом руководствовались как педагогической целью.

Вершиной педагогической мысли Древней Греции справедливо считается Сократ. Он характеризовал воспитание как «второе рождение» («Познай самого себя!»). Стоял у истоков зарождения эвристического метода обучения (сократические беседы).

Платон был учеником Сократа. По мысли философа, в идеальном аристократическом государстве воспитание детей в семье и школьное обучение должны осуществляться под контролем государства и в его интересах.

Аристотель – ученик и продолжатель идей Платона. Вопросы воспитания и обучения затрагивались Аристотелем практически во всех его сочинениях. Он продолжал развивать идею государственного воспитания и обучения молодежи. Аристотель полагал, что ум ребенка от рождения есть «чистая доска», которая заполняется в процессе жизни, и предложил свою концепцию воспитания и образования.



### Use your English

**1. “Education is the passport to the future, for tomorrow belongs to those who prepare for it today” (Malcolm X). If you do not agree with the statement, prove the opposite with your own examples.**

**2. “The whole purpose of education is to turn mirrors into windows.” How do you understand the saying? Present your examples to other students.**

**3. Prepare a project about the most important stages in the history of Belarusian education.**

## LESSON 2. EDUCATIONAL PSYCHOLOGY

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                    |  |
|--------------------|--|
| 1) psychology      | a) the condition of being unable to perform a task or function because of a physical or mental impairment;                                       |
| 2) attainment      | b) a customary way of operation or behaviour;  |
| 3) disability      | c) confined to and understandable by only an enlightened inner circle;   |
| 4) pattern         | d) a general defined level of ability that a pupil is expected to achieve in every subject at each key stage in the National Curriculum;         |
| 5) esoteric        | e) freedom from doubt; belief in yourself and your abilities;  |
| 6) self-confidence | f) physical, sexual, or emotional ill-treatment or neglect of a child, esp. by those responsible for its welfare;                                |
| 7) child abuse     | g) the scientific study of all forms of human and animal behaviour, sometimes concerned with the methods through which behaviour can be modified |

**2. Use the above words to complete the following sentences.**

1. In addition to their ordinary speech, they have an ... language known only to the adults of the tribe.
2. The ... of family life has been changing over recent years.
3. The discipline of ... is broadly divisible into two parts: a large profession of practitioners and a smaller but growing science of mind, brain, and social behaviour.
4. Difficult life and many difficulties can seriously affect ....
5. Someone's ... are the things they have done and the skills they have learned.
6. It is not known how many children suffer from ..., because many children do not tell anyone about it.
7. A child with a ... may not feel comfortable talking about the nature of his or her ... .

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

- |                  |                |
|------------------|----------------|
| 1) attainment    | a) to disagree |
| 2) modality      | b) disability  |
| 3) visual        | c) result      |
| 4) consistent    | d) achievement |
| 5) outcome       | e) method      |
| 6) handicap      | f) observable  |
| 7) to be at odds | g) regular     |

**4. Arrange A and B in pairs of antonyms.**

- | <b>A</b>      | <b>B</b>             |
|---------------|----------------------|
| 1) attainment | a) wealth            |
| 2) engage     | b) lose              |
| 3) consistent | c) aimlessness       |
| 4) equality   | d) not agreeing with |
| 5) aspiration | e) ignore            |
| 6) retain     | f) inspiration       |
| 7) poverty    | g) inequality        |

### **Reading**

***Read the text and pick out information about the essence of educational psychology and what it mainly focuses on.***

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 learning disabilities.

Education can be physically divided into many different learning “modes” based on the senses, with the following four learning modalities being most important:

- Kinesthetic learning based on manipulating objects and engaging in activities.
- Visual learning based on observation and seeing what is being learned.
- Auditory learning based on listening to instructions/information.
- Tactile learning based on drawing or writing notes and hands-on activities.

Depending on their preferred learning modality, different teaching techniques have different levels of effectiveness. Effective teaching of all students requires a variety of teaching methods, which cover all four learning modalities. Educational psychology also takes into consideration elements of Developmental psychology as it greatly influences an individual's cognitive, social and personality development:

- Cognitive Development – primarily concerned with the ways in which infants and children acquire and advance their cognitive abilities. Major topics in cognitive development are the study of language acquisition and the development of perceptual-motor skills.
- Social development – focuses on the nature and causes of human social behavior, with an emphasis on how people think about each other and how they relate to each other.
- Personality development – an individual's personality is a collection of emotional, thought, and behavioral patterns unique to a person that is consistent over time. Many personality theorists regard personality as a combination of various "traits" that determine how an individual responds to various situations.

These three elements of development continue throughout the entire educational process, but are viewed and approached differently at different ages and educational levels. During the first levels of education, playing games is used to foster social interaction and skills, basic language and mathematical skills are used to lay the foundation for cognitive skills, while arts and crafts are employed to develop creativity and personal thinking. Later on in the educational system, more emphasis is placed on the cognitive skills, learning more complex esoteric educational skills and lessons.

The sociology of education is the study of how social institutions and forces affect educational processes and outcomes, and vice versa. By many, education is understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all. Learners may be motivated by aspirations for progress and betterment. The purpose of education can be to develop every individual to his or her full potential. However, according to some sociologists, a key problem is that the educational needs of individuals and marginalized groups may be at odds with existing social processes, such as maintaining social stability through the reproduction of inequality. The understanding of the goals and means of educational socialization processes differs according to the sociological paradigm used.

The goal of education is fourfold: the social purpose, intellectual purpose, economic purpose, and political/civic purpose. Current education issues include which teaching method(s) are most effective, how to determine what knowledge should be taught, which knowledge is most relevant, and how well the pupil will retain incoming knowledge.

There are a number of highly controversial issues in education. Should some knowledge be forgotten? Should classes be segregated by gender? What should be taught? Educational progressives or advocates of unschooling often believe that grades do not necessarily reveal the strengths and weaknesses of a student, and that there is an unfortunate lack of youth voice in the educational process. Some feel the current grading system lowers students' self-confidence, as students may receive poor marks due to factors outside their control. Such factors include poverty, child abuse, and prejudiced or incompetent teachers.

Education has always been and will most likely continue to be a contentious issue across the world. Like many complex issues, it is doubtful that there is one definitive answer. Rather, a mosaic approach that takes into consideration the national and regional culture the school is located in as well as remaining focused on what is best for the children being instructed, as is done in some areas, will remain the best path for educators and officials alike.

(From <https://www.britanica.com>)

### Post-reading stage

#### 5. *Join the suitable parts.*

- |  |   |
|--|---|
| 1. Educational psychology is the study of how humans                                     | a) as it greatly impacts an individual's cognitive, social and personality development.   |
| 2. Educational psychology is concerned with the processes of educational attainment      | b) arts and crafts are employed to develop creativity and personal thinking.  |
| 3. Educational psychology takes into consideration elements of Developmental psychology, | c) social institutions and forces affect educational processes and outcomes, and vice versa.  |
| 4. During the first levels of education,   | d) in the general population and in sub-populations such as gifted children and those with specific learning disabilities.  |
| 5. The sociology of education is the study of  | e) a key problem is that the educational needs of individuals may be at odds with existing social processes, such as maintaining social stability through the reproduction of inequality. |
| 6. According to some sociologists,   | f) that grades do not necessarily reveal the strengths and weaknesses of a student.   |

7. Educational progressives or g) learn in educational settings.  
advocates of unschooling often  
believe

**6. Complete the sentences using the following words.**

***acquisition outcomes settings paradigm potential  
behavior manipulating***

1. Educational psychology is the study of how humans learn in educational ... .
2. Kinesthetic learning is based on ... objects and engaging in activities.
3. Major topics in cognitive development are the study of language ... and the development of perceptual-motor skills.
4. Social development focuses on the nature and causes of human social ..., with an emphasis on how people think about each other and how they relate to each other.
5. The sociology of education is the study of how social institutions and forces affect educational processes and ..., and vice versa.
6. The purpose of education can be to develop every individual to their full ... .
7. The understanding of the goals and means of educational socialization processes differs according to the sociological ... used.

**7. Fill in the missing preposition.**

1. Educational psychology is concerned ... the processes of educational attainment in the general population.
2. Education can be physically divided ... many different learning “modes” based on the senses.
3. Tactile learning is based ... drawing or writing notes and hands-on activities.
4. Cognitive Development is primarily concerned with the ways ... which infants and children acquire and advance their cognitive abilities
5. Social development – focuses on the nature and causes of human social behavior, with an emphasis on how people think about each other and how they relate ... each other.
6. The three elements of development continue throughout the entire educational process, but are viewed and approached differently ... different ages.
7. ... the first levels of education, playing games is used to foster social interaction and skills.

**8. Answer the following questions.**

1. What is educational psychology?
2. What is educational psychology concerned with?
3. What are the four learning modalities and what are they based on?
4. Give the main characteristics of cognitive, social and personality development.
5. Do these three elements of development play the same role in educational process? How do they differ?
6. Do you agree that education is a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all?
7. What are the most controversial problems in education? Will you add your own ideas of similar issues?

**9. Using the answers summarize the main ideas of the text.**

**10. Read the passage and complete it using the correct verb forms (Present Tenses, Active and Passive voice).**

When a child (*to go*) to school, on his first day, he (*to have*) to watch his mother leaving. Often he (*to think*) that she is deserting him. A teacher must convince him that at the end of the day his mother and his home will still be there. Children (*to be*) not the only people that (*to be*) disturbed by going to school. A teacher sometimes (*to have*) just as much difficulty in coping with the mothers. They (*to be*) just as upset as their children. They (*to hang*) around and dislike leaving a child to his fate. All day they stay at home, wondering what (*to happen*) and how their son or daughter (*to manage*).

The best way to deal with the situation (*to be*) to get a child used to the idea of school. Before the beginning of the term a mother should take her child to see a teacher and to look round the school. The first day should be something to emphasize the regularity of school, and although the first day (*to be*) difficult, a mother must remember that her child must be encouraged for a whole term at least.

**Additional practice**

**1. Skim the text to find out the definition of the term “Educational Psychology”. Identify and briefly explain its three focal areas. Outline its specific objectives.**

**Educational psychology**

Educational psychology is not merely the application of principles of psychology to educational situations but something more than that. It is the



study of the psychological aspects of educational situations. The objective of educational psychology is to help teachers develop an understanding of educational process especially class room learning.

Educational psychology is concerned with three focal areas – the learner, the learning process and the learning situation.

**The Learner:**

Teachers must have an understanding of the psychology of the learner – the various psychological forces that operate in his field – interests, attitudes, feelings, sentiments emotions, needs, urges and the like.

**The Learning Process:**

It focuses on what happens to the individual when he learns, why he learns what the teacher wants him to learn, why he does not learn what the teacher wants him to learn. It attempts to pinpoint specific behaviour of learning.

**The Learning Situation:**

It is concerned with those factors or conditions that influence the learner and the learning process – classroom climate conducive to effective learning. Can we identify and introduce factors, which facilitate learning? Can we identify and remove factors, which affect learning?

Good teaching much more than understands these areas. However, understanding is a basic requirement. The specific objectives of educational psychology are:

- to develop a scientific attitude in the teacher towards educational problems;
- to help the teacher set up appropriate educational situations so that changes in behaviour of the learners can be brought about towards desirable goals;
- to help the teacher in treating his students with sympathy and empathy;
- to help the teacher organize the academic content to be taught;
- to help the teacher realize that the social relationships are of utmost importance in the educational process;
- to help the teacher develop a problem solving research attitude;
- to help the teacher in providing guidance and counselling to his students;
- to help the educational administrators organize and administer the institutions;
- to provide the teacher with effective methods of teaching.

(From [www.britanica.com/educational\\_psychology](http://www.britanica.com/educational_psychology))

**2. Using clichés from the Supplementary write an annotation of the text.**

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

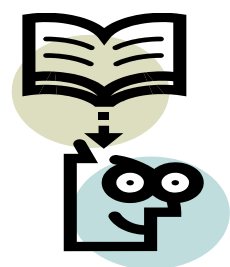
### Perception

The first step in cognition is sensation. Sensations are the impressions received through sense organs. Sensations are the foundations of all knowledge. Through sensations, one becomes aware of the world around. Sense organs are the gateways of knowledge. Sensation is the most elementary mental process. It is only a primary response. Perception is a meaningful interpretation of a sensation. The meaning we attach to what we sense (seeing/hearing/smelling/tasting/touching) is called perception. In other words, perception is sensation plus meaning. Perception is an organizing process. It does not operate like an adding machine. Impressions are not cumulative but the mind interprets and integrates what it receives. Two artists do not see the same thing in a picture. Witnesses give different reports on an accident. Perception depends upon the age, gender, intelligence and background of experience of the individual.

#### ***4. Render the text into English using the active vocabulary.***

Иоганн Гербарт (Johann Herbart) (1776–1841) считается отцом педагогической психологии. Он утверждал, что на успешное обучение влияет интерес к предмету и учителю. Он также полагал, что педагоги должны учитывать существующие ментальные установки учеников – то, что они *уже* знают, – при представлении новой информации или материала. Гербарт придумал то, что сейчас известно, как «формальные шаги в педагогике». Вот пять шагов, которые должны использовать учителя:

- Просмотрите материал, который уже был изучен учащимся.
- Подготовьте ученика к новому материалу, предоставив ему краткий обзор того, что он будет изучать дальше.
- Представьте новый материал.
- Свяжите новый материал со старым материалом, который был изучен ранее.
- Продемонстрируйте, как студент может применить новый материал и покажите материал, который он изучит дальше.



### Use your English

***1. Work in pairs. Look at the following character qualities. Should schools aim to develop these in children? Why? In what way?***

\*competitiveness

self-confidence

interpersonal skills

\*team spirit

*A: I'm not sure whether schools should be teaching children to be competitive.*

*B: Why not? After all, it's preparation for the outside world...*

***2. Summarise the material from the texts on educational psychology in this lesson, think and share your own ideas to prove the following.***

“Education’s purpose is to replace an empty mind with an open one.”  
Malcom Forbes (US publisher)

“The work will wait while you show the child the rainbow, but the rainbow won’t wait while you do the work.” Erik Erikson

## LESSON 3. WHAT IS PEDAGOGY

### Pre-reading stage

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                |   |
|----------------|---|
| 1) pedagogy    | a) someone who makes progress easier;   |
| 2) recipient   | b) to promote the growth or development of, to bring up (a child, etc.);                  |
| 3) facilitator | c) to intensify or increase in quality, value, power, etc.; improve; augment;             |
| 4) to foster   | d) the art or science of teaching;  |
| 5) conscious   | e) the activities of educating or instructing; activities that impart knowledge or skill; |
| 6) didactics   | f) a person who or thing that receives;   |
| 7) to enhance  | g) aware of and giving value or emphasis to a particular fact or phenomenon.              |

**2. Use the above words to complete the following sentences.**

1. Parents have become much more ... of the need to take an active part in their children's activities.
2. Children's books possess a practical, ... purpose – to instill a love for reading.
3. As a grant ..., you are required to write an annual report.
4. In addition, communication networks can ... advances in health and education.
5. A favourable learning environment that responded to special needs would ... educational performance.
6. A true art is the visible manifestation, evidence and ... of the soul's journey.
7. ... relies heavily on educational psychology, which encompasses scientific theories of learning, and to some extent on the philosophy of education.

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

- |               |                |
|---------------|----------------|
| 1) to impart  | a) understood  |
| 2) judgement  | b) intentional |
| 3) background | c) to bring up |
| 4) to foster  | d) heighten    |
| 5) tacit      | e) to give     |
| 6) conscious  | f) opinion     |

- 7) enhance                      g) history

**4. Arrange A and B in pairs of antonyms.**

<b>A</b>	<b>B</b>
1) conventional	a) to decrease
2) recipient	b) misery
3) inquiry	c) narrow
4) tacit	d) unconventional
5) wide	e) giver
6) welfare	f) answer
7) to enhance	g) explicit

**Reading**

***Read the text and make comments on it.***

Pedagogy, most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts.

Pedagogy and pedagogue come from the Greek paidos “boy, child” plus agogos “leader.” Pedagogy refers to the teaching profession as well as the science of education, for example as a college subject. This might be one reason that the word, pedagogue, is often used for a teacher who is overly interested in rules and details, hence the science of teaching, rather than actually getting through to his or her students.

Pedagogy is often described as the act of teaching. The pedagogy adopted by teachers shapes their actions, judgments, and teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Conventional western pedagogies view the teacher as knowledge holder and student as the recipient of knowledge, but theories of pedagogy increasingly identify the student as an agent and the teacher as a facilitator.

Instructive strategies are governed by the pupil’s background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic method.

The meaning of the term “pedagogy” is often contested and a great variety of definitions has been suggested. The most common approach is to define it as the study or science of teaching methods. In this sense, it is the methodology of education. As a methodology, it investigates the ways and practices that can be used to realize the aims of education. The main aim is often identified with the transmission of knowledge. Other aims include fostering skills and character traits. They include helping the student develop their intellectual and social abilities as well as psychomotor and affective learning, which are about developing practical skills and adequate emotional dispositions, respectively.

However, not everyone agrees with this characterization of pedagogy and some see it less as a science and more as an art or a craft. This characterization puts more emphasis on the practical aspect of pedagogy, which may involve various forms of “tacit knowledge that is hard to put into words”. This approach is often based on the idea that the most central aspects of teaching are only acquired by practice and cannot be easily codified through scientific inquiry. In this regard, pedagogy is concerned with “observing and refining one’s skill as a teacher”. A more inclusive definition combines these two characterizations and sees pedagogy as both the practice of teaching and the discourse and study of teaching methods. Some theorists give an even wider definition by including considerations such as “the development of health and bodily fitness, social and moral welfare, ethics and aesthetics”. Due to this variety of meanings, it is sometimes suggested that pedagogy is a “catch-all term” associated with various issues of teaching and learning. In this sense, it lacks a precise definition. Pedagogy is often specifically understood in relation to school education. But in a wider sense, it includes all forms of education, both inside and outside schools. In this wide sense, it is concerned with the process of teaching taking place between two parties: teachers and learners. The teacher’s goal is to bring about certain experiences in the learner to foster their understanding of the subject matter to be taught. Pedagogy is interested in the forms and methods used to convey this understanding.

Pedagogy is closely related to didactics but there are some differences. Usually, didactics is seen as the more limited term that refers mainly to the teacher’s role and activities, i. e. how their behaviour is most beneficial to the process of education. This is one central aspect of pedagogy besides other aspects that consider the learner’s perspective as well. In this wider sense, pedagogy focuses on "any conscious activity by one person designed to enhance learning in another".

*(From <https://teacherdashboard.com/>)*

### **Post-reading stage**

**5. Join the suitable parts.**

- |  |   |
|--|---|
| 1. Pedagogy is the theory and practice of learning,  | a) pedagogy is a “catch-all term” associated with various issues of teaching and learning.          |
| 2. Both the theory and practice of pedagogy vary greatly,  | b) to foster their understanding of the subject matter to be taught.                                |
| 3. Instructive strategies are governed by the pupil’s background knowledge and experience, situation, and environment, | c) that can be used to realize the aims of education.   |
| 4. As a methodology, pedagogy investigates the ways and practices  | d) teachers and learners.   |
| 5. Due to the variety of meanings, it is sometimes suggested that  | e) as well as learning goals set by the student and teacher.  |
| 6. it is concerned with the process of teaching taking place between two parties:                                      | f) as they reflect different social, political, and cultural contexts.                              |
| 7. The teacher’s goal is to bring about certain experiences in the learner   | f) and how this process influences the social, political and psychological development of learners. |

**6. Complete the sentences using the following words.**

***learning strategies knowledge discourse learners  
imparted education***

1. Pedagogy is the theory and practice of ....
2. Pedagogy is the study of how knowledge and skills are ... in an educational context.
3. The pedagogy shapes teachers’ actions, judgments, and teaching ... by taking into consideration theories of learning, understandings of students and their needs.
4. Instructive strategies are governed by the pupil’s background ... and experience, situation, and environment.
5. As a methodology, pedagogy investigates the ways and practices that can be used to realize the aims of ....
6. A more inclusive definition sees pedagogy both as the practice of teaching and the ... and study of teaching methods.
7. Pedagogy is concerned with the process of teaching taking place between two parties: teachers and....

**7. Fill in the missing preposition.**

1. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted ... an educational context.

2. Pedagogy refers ... the teaching profession as well as the science of education, for example as a college subject.

3. The pedagogy adopted by teachers shapes their actions, judgments, and teaching strategies ... taking into consideration theories of learning, understandings of students and their needs.

4. The main aim of pedagogy is often identified ... the transmission of knowledge.

5. Some characterizations of pedagogy put more emphasis ... the practical aspect of pedagogy.

6. In a wide sense, pedagogy is concerned with the process of teaching taking place ... two parties: teachers and learners.

7. Pedagogy is closely related to didactics but there are some differences.

**8. Answer the following questions.**

1. What is pedagogy as an academic discipline?

2. How does pedagogy shape teachers' actions, judgments, and teaching strategies?

3. What are instructive strategies governed by?

4. What is the most common definition of the term "pedagogy"?

5. What are the main aims of education?

6. Do you agree that pedagogy is "the development of health and bodily fitness, social and moral welfare, ethics and aesthetics"?

7. How does didactics relate to pedagogy?

**9. Using the answers summarize the main ideas of the text.**

**10. Read the passage and complete it using the correct verb forms (Present Perfect or Present Perfect Continuous).**

Hi Sam,

How are things? I (*not hear*) from you in a while. What (*you be*) up to these past few weeks? (*you finish*) your exams yet? Mine start next week and I'm already nervous. Even though I (*study*) pretty hard since May, it still feels like I have a lot to learn. Oh! Guess what! I (*decide*) that I want to go to university and study veterinary science instead. Everyone's really surprised, but I (*think*) about it for a while. As you know, I (*work*) as a volunteer at an animal shelter for the past two years and I (*realize*) that helping animals is what I want to do with my life. What about you? (*you think*) any more about coming to visit me in August?



Brigitte

### **Additional practice**

***1. Skim the text to find out the origin of the Socratic method. What is the basic form and the main aim of the method? How was the method used in Socrates' time?***

#### **The Socratic method**

The Socratic method (also known as method of Elenchus, elenctic (перекрёстный) method, or Socratic debate) is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions. It is named after the Classical Greek philosopher Socrates and is introduced by him in Plato's Theaetetus (Тээтет-диалог Платона).

The Socratic method is a method of hypothesis elimination, in that better hypotheses are found by steadily identifying and eliminating those that lead to contradictions.

The Socratic method searches for general commonly held truths that shape beliefs and scrutinizes them to determine their consistency with other beliefs. The basic form is a series of questions formulated as tests of logic and fact intended to help a person or group discover their beliefs about some topic, explore definitions, and characterize general characteristics shared by various particular instances.

Socrates generally applied his method of examination to concepts that seem to lack any concrete definition; e. g., the key moral concepts at the time, the virtues of piety, wisdom, temperance, courage, and justice. Such an examination challenged the implicit moral beliefs of the interlocutors, bringing out inadequacies (несоответствие) and inconsistencies in their beliefs, and usually resulting in aporia (антимония). In view of such inadequacies, Socrates himself professed his ignorance, but others still claimed to have knowledge. Socrates believed that his awareness of his ignorance made him wiser than those who, though ignorant, still claimed knowledge. While this belief seems paradoxical at first glance, it in fact allowed Socrates to discover his own errors where others might assume they were correct. This claim was based on a reported Delphic oracular pronouncement that no man was wiser than Socrates was.

Socrates used this claim of wisdom as the basis of his moral exhortation. Accordingly, he claimed that the chief goodness consists in the caring of the soul concerned with moral truth and moral understanding, that "wealth does not bring goodness, but goodness brings wealth and every other blessing, both to the

individual and to the state”, and that “life without examination [dialogue] is not worth living”. It is with this in mind that the Socratic method is employed.

The motive for the modern usage of this method and Socrates’ use are not necessarily equivalent. Socrates rarely used the method to actually develop consistent theories, instead using myth to explain them. The Parmenides dialogue shows Parmenides using the Socratic method to point out the flaws in the Platonic theory of forms, as presented by Socrates; it is not the only dialogue in which theories normally expounded by Plato/Socrates are broken down through dialectic. Instead of arriving at answers, the method was used to break down the theories we hold, to go “beyond” the axioms and postulates we take for granted. Therefore, myth and the Socratic method are not meant by Plato to be incompatible; they have different purposes, and are often described as the “left hand” and “right hand” paths to good and wisdom.

*(From Encyclopedia Britannica)*

## ***2. Using clichés from the Supplementary write an annotation of the text.***

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

In the act of teaching there are two parties (the teacher and the taught) who work together in some program (the subject matter) designed to modify the learners’ experience and understanding in some way. It is necessary to begin, therefore, with observations about the learner, the teacher, and the subject matter and then to consider the significance of group life and the school. It will then be possible to consider the factors and theories involved in modifying a person’s experience and understanding. They include theories of learning in education, of school and class organization, and of instructional media.

What is required of teachers is that they enjoy and be capable of sharing with children work programs designed to modify their experience and understanding. That means making relevant experience available to the student at the right time. The teacher must be mature, have humour with a sense of status, be firm yet unruffled, and be sympathetic but not overpersonal. With large classes, the teacher becomes a leader of a group, providing stimulating learning situations.

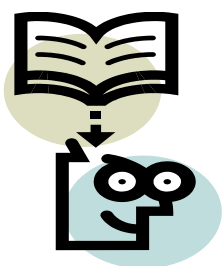
*(From Childhood Education, International Focus Issue)*

## ***4. Render the text into English using the active vocabulary.***

### **Воспитание в Древней Греции**

Школы были небольшими – 20–50 учеников с одним учителем. Размещались ученики в доме учителя либо просто на улице города. Писали на коленях. Занимались одновременно дети всех возрастов: пока одни

отвечали учителю, остальные выполняли задание. Занятия шли весь день с большим перерывом на обед. Каникул не было – выходные выпадали на городские и семейные праздники. Платили учителям немного – примерно столько же, сколько зарабатывали средней руки мастера (craftsmen). Социальный статус учителя, особенно в учебных заведениях начального уровня, был весьма низким. Книг было мало. Знания усваивались на слух (absorb the knowledge by ear). На начальное обучение тратилось 6–8 лет, оно заканчивалось примерно к 14-летнему возрасту. Учили начаткам (fundamental) чтения, письма и пения. Среди государств-полисов (city-states) Эллады особо выделялись республиканские Афины и авторитарная Спарта. Эти государства не только представляли различные политические системы, но и во многом олицетворяли противоположные принципы воспитания и обучения. Воспитание спартиатов преследовало по преимуществу цель подготовить членов военной общины.



### Use your English

***1. Think back to the time of your childhood and try to recollect who and when brought you up. Does education still continue in your life? Is it different from what you know from the past? If it is, in what respect?***

***2. What does education mean? How would you briefly explain this phenomenon? Why do people need education? Write down your answers.***

***3. Which of the following aims of education are most important? Rank them in order of importance, then compare with your partner.***

- To develop understanding of other people/ cultures
- To learn social skills
- To prepare for life in the workplace
- To become aware of how the past has affected the present
- To develop critical thinking

***4. Which of the following school subjects/activities help with achieving the above aims? Discuss in pairs.***

\*sociology \* history \* mathematics \* geography \* reading and writing \* computer studies \* languages \* music/art

***A: To me, sociology helps us understand other cultures.***

***B: I agree. It teaches us how human societies develop according to their environment and history.***

## LESSON 4. PRESCHOOL EDUCATION

**Pre-reading stage**

***1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.***

- |                  |  |
|------------------|--|
| 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.  |

***2. Use the above words to complete the following sentences.***

1. A parent or ... must accompany the child during all activity sessions.
2. Special education services begin with early interventions, typically during the ... stage.
  2. The ... of social media platforms has meant people can be constantly in touch in a variety of ways.
  3. We need to adopt a different ... to the problem of inclusive education.
  4. For years, sociologists and psychologists have conducted studies on ... development, i. e. the construction of human thought or mental processes.
  5. All branches of nursing have since evolved towards a more ... approach to care.
  6. Although the two buildings are in separate locations, the museum they are part of is a single ... .

***3. 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

**4. Arrange A and B in pairs of antonyms.**

<b>A</b>	<b>B</b>
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**

***Read the text and pick out information about the system of preschool education and the educators connected with this process.***

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 other than the parent. Preschool establishments constitute the first link in the system of education and upbringing. The system of preschool education varies widely, with 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 who 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.

(From International Encyclopedia of Education)

### **Post-reading stage**

#### **5. Join the suitable parts.**

- |   |   |
|---|---|
| 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.   |

#### **6. Complete the sentences using the following words.**

*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.

### ***7. Fill in 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.

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.

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

### ***8. Answer the following questions.***

1. What children's age does preschool education focus on?

2. What place do preschool establishments occupy in 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?

**9. Using the answers summarize the main ideas of the text.**

**10. Choose the correct answers.**

1. George is on holiday. He ... to Barbados.  
a) is gone                      b) has gone                      c) has been
2. Everything is going well. We ... any problems so far.  
a) didn't have                      b) don't have                      c) haven't had
3. Nelly has lost her passport again. It's the second time this ... .  
a) has happened                      b) happens                      c) happened
4. You're out of breath. ... ?  
a) Are you running                      b) Have you run                      c) Have you been running
5. Where's the letter I gave you? What ... with it?  
a) have you done                      b) have you been doing                      c) are you doing
6. We're good friends. We ... each other for a long time,  
a) know                      b) have known                      c) knew
7. Cindy has been writing this programme ... .  
a) for a month                      b) since six months                      c) six months ago
8. "... this week?" "No, he's on holiday."  
a) Is Bill working                      b) Does Bill work                      c) Does work Bill
9. John ... tennis once or twice a week.  
a) is playing usually                      b) is usually playing                      c) usually plays
10. How ... now? Better than before?  
a) you are feeling                      b) do you feel                      c) are you feeling
11. Tracey ... her hand when she was cooking dinner,  
a) burnt                      b) was burning                      c) has burnt

**Additional practice**

**1. 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 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.

(From <http://en.wikipedia.org/wiki/Education>)

**2. Using clichés from the Supplementary write an annotation of the text.**

**3. 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.

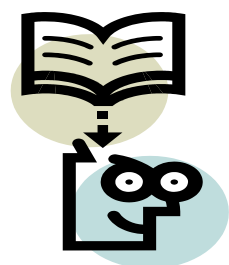
Gather up the toys you have around and make it a point to provide ample time for play. Playing around with children is sure to provide many wonderful childhood memories and reap some great educational benefits as well.

(From <http://en.wikipedia.org/wiki/Education>)

#### **4. Render the text into English using the active vocabulary.**

Детские ясли – первое звено дошкольной образовательной системы. Цели и задачи современного дошкольного образования связаны со всесторонним развитием дошкольника. Сотрудники дошкольных учреждений не просто присматривают за детьми, пока родители на работе, но и создают условия для укрепления их физического здоровья, для социально-личностного, индивидуального, художественно-эстетического развития, обучают по общим и коррекционным программам, готовят к поступлению в школу. Воспитатели обязательно взаимодействуют с семьями детей. Дошкольное образование строится на основе следующих принципов:

- Образование соответствует возрасту детей.
- Обучение и воспитание ведутся с учетом особенностей каждого ребенка.
- Ребенок признается полноценным субъектом дошкольного образования.
- Познавательные интересы и деятельность формируются у детей с помощью разных видов и форм деятельности.
- Воспитатель поддерживает инициативу ребенка во всех видах деятельности.
- Учитываются этнокультурные особенности воспитания каждого ребенка.



#### **Use your English**

*1. Work in pairs. Each of you should talk for one minute about preschool education. After each talk your partner will ask you questions about it.*

#### **Useful language**

I should like to start by mentioning ...

To begin with, I must say that ...

An important point regarding ... is ...

I should also point out that ...

In conclusion, ...

*2. Write an essay describing importance of play in the development of children. Give your examples and add information from other sources.*

*3. Create a brochure advertising one of the kindergartens in your local area, describing all the opportunities promoted by it.*

## LESSON 5. FROM THE HISTORY OF PRESCHOOL EDUCATION

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |             |  |
|-------------|--|
| 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.                   |
|             | h)   |

**2. Use the above words to complete the following sentences.**

1. 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 ... families.

2. The pupil ... his lesson for the day.

3. Her ... instincts told her that something was wrong with her child

4. ... life is usually more peaceful than city life.

5. It is another ... step in implementing the preschool development project.

6. Teachers at preschool establishments should work with parents to solve problems and ... strategies

7. The ... Italian educator Maria Montessori implemented a number of practices that became hallmarks of her educational philosophy and method.

**3. 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    |
| 6) poverty        | f) famous      |
| 7) core           | g) to organize |

**4. Arrange A and B in pairs of antonyms.**

- | <b>A</b>        | <b>B</b>       |
|-----------------|----------------|
| 1) rural        | a) informal    |
| 2) separate     | b) paternal    |
| 3) dissatisfied | c) high income |
| 4) maternal     | d) urban       |
| 5) formal       | e) religiously |
| 6) low income   | f) joint       |
| 7) secularly    | g) satisfied   |

### Reading

***Read the text and make notes about the people leaving their mark in the history of preschool education.***

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 families 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 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.

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.

(From <http://en.wikipedia.org/wiki/Education>)

### **Post-reading stage**

#### ***5. Join the suitable parts.***

- |  |   |
|--|---|
| 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   | e) and not be forced into rigid classroom   |

children should not be patterns of schooling.  
 subjected to formal  
 instruction,

6. Children should also be f) devised an educational plan that  
 allowed to rest during the day combined intellectual, physical, and  
 moral training for preschool children.

7. Froebel's curriculum g) designed for early childhood in the  
 focused on giving children the hope of actively helping children during  
 freedom to discover their one of the most crucial stages in human  
 abilities development.

**6. Complete the sentences using the following words.**

***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 ... .

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 ... .

**7. Fill in 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.

**8. 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?

**9. Using the answers summarize the main ideas of the text.**

**10. Read the text. Underline all the verbs in the Future tenses, translate the sentences into Russian.**

A major responsibility of schools in the future will be to prepare students to enter a rapidly changing job market. Workers will need to be more highly trained than at present.

Schools will be responsible for preparing students who are adaptable, who are able to respond quickly to the changing requirements of new technologies. Schools will train both young and adults; adult workers will need reeducation and retraining.

In the future, schools and business will need to work closely in a new business/education partnership. Emphasis on such “traditional” academic subjects as reading, writing and mathematics will increase.

New technologies, such as computers, videodiscs and cable television will change the look of the “schoolroom.” Increased and well-planned use of new



learning technologies will enable machines and humans each to teach what they teach best.

Because of the additional responsibilities that will be imposed on teachers, they will achieve greater status in society. In the future, they will be paid salaries that are comparable with other professionals. They will work in schools that offer continuing opportunities for professional advancement and training. As a result, education will once again attract the nation's brightest and most qualified students.

### **Additional practice**

***1. 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 École de l'Ermitage (School of the 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 crèches 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 crèches (voluntarily) from two months until three years of age; these crèches 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.

(From <http://en.wikipedia.org/wiki/Education>)

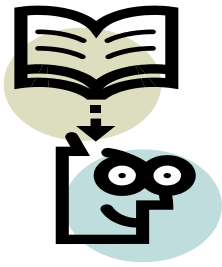
**2. Using clichés from the Supplementary write an annotation of the text.**

**3. 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-Bülow, 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.

(From <http://en.wikipedia.org/wiki/Education>)



### Use your English

*In pairs discuss how institutions for educating very young children developed in the countries mentioned in the text “From the History of Preschool Education” and then present your ideas to the rest of the class. Give the names of the people involved in this process.*

## LESSON 6. DIFFERENT PRESCHOOL ENVIRONMENTS

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                 |  |
|-----------------|--|
| 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.                                |

**2. Use the above words to complete the following sentences.**

1. There must be more of the give-and-take system in ....
2. Quebec ... that all immigrants send their children to French schools.
3. She receives a ... income every month from the government.
4. I was all of seventeen at the time, but there was no ... pressure from my parents.
5. Teaching ethnomusicology to music students demands that they develop some ... with cultural contexts that are usually very unfamiliar to them.
6. What works best is absolute consistency over an ... period of time.
7. Do you think it's true that teenage girls are less self-confident than their male ...?

**3. 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    |

**4. Arrange A and B in pairs of antonyms.**

- | <b>A</b> | <b>B</b>  |
|----------|-----------|
| 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**

***Read the text and pick out information about the principles of preschool arrangement.***

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 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 childcare 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 centre. As home day cares do not pay rent, they are typically less expensive than day care centres.

Local legislation may regulate the operation of day care centres. 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 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.

(From <http://en.wikipedia.org/wiki/Pedagogy>)

### **Post-reading stage**

#### ***5. Join the suitable parts.***

- |   |   |
|---|---|
| 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                  | c) staffed by qualified teachers and  |

care of a child during the day by a person

4. A nursery school is a school for children between the ages of three and five,

5. In the UK, pre-school education in nursery classes or schools

6. Kindergarten is a form of education for young children

7. Kindergarten is considered the first year of formal education

other professionals.

d) must spend time in the company of peers who are not their siblings.

e) preschool education plays a valuable role in preparing the child for school.

f) other than the child's parents or legal guardians, typically someone outside the child's immediate family.

g) is fully funded by the government and is generally available to children aged over three.

### **6. Complete the sentences using the following words.**

*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.

### **7. Fill in 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.

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.

**8. Answer the following questions.**

1. What do children develop in different preschool environments?
2. What elements may preschool programs include?
3. What is the main idea of day care establishment?
4. How can day or home day cares be organized?
5. What are the goals of a nursery school?
6. How is pre-school education in nursery classes organized in the Great Britain?
7. What is kindergarten and what aims does it serve?

**9. Using the answers summarize the main ideas of the text.**

**10. Read the text. Underline all the sentences with Modal verbs. Translate the sentences into Russian.**

Schools deliver education through various elements such as education policies and guidelines – to which school policies can refer – curricula and learning materials. The school environment – both physical and psychological – is also guided by school policies that should ensure the well-being of students when they are in school. Schools tend to perform best when principles have full authority and responsibility for ensuring that students are proficient in core subjects upon graduation. They must also seek feedback from students for quality-assurance and improvement. Governments should limit themselves to monitoring student proficiency.

**11. Use your own ideas to complete the sentences.**

1. In most countries motorcyclists must *wear a helmet*
2. I nearly missed the first class this morning. I should have ...
3. I decided I didn't like the shoes I'd bought, but luckily I was able to ...
4. The shops are always terribly crowded on Saturdays, so I may ...
5. Politicians ought not to ...
6. Some people dislike flying, so they might ...



7. Most people pass their driving test first time, so it can't ...
8. I don't know why my brother hasn't phoned. He may have ...
9. If you really want to get fit, you should ...
10. When the price of petrol rose sharply, many people had to ...
11. Commuter trains are often overcrowded, and people aren't able to ...

### **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: analysing 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 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.

*(From <https://www.britanica.com>)*

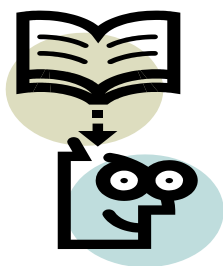
***2. Using clichés from the Supplementary write an annotation of the text.***

***3. 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.

*(From [www.britannica.com/pedagogy](http://www.britannica.com/pedagogy))*



### **Use your English**

*In groups of four discuss the advantages and disadvantages of different kinds of children institutions. Add information about preschool establishments in a) your city, b) village, c) Belarus. Use the Internet if necessary.*

## LESSON 7. CHILD DEVELOPMENT

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |               |   |
|---------------|---|
| 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. |
|               | h)  |

**2. Use the above words to complete the following sentences.**

1. As a teenager she formed a strong attachment to one of her teachers.
2. Having begun my life in a children's home I have great empathy with the little ones.
3. The multicultural and international study group will provide an enriching "cultural immersion".
4. Classroom behaviour and concentration improved substantially, and pupil absences declined by almost half a day a year.
5. These documents should be placed in the public domain.
6. Starting school is a milestone for both children and parents.
7. After the war, the army made an attempt to assert its authority in the south of the country.

**3. 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     |

**4. Arrange A and B in pairs of antonyms.**

A	B
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

***Read the text and pick out information about different developmental domains of children.***

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.

**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.

**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.

(From [www.britannica.com/pedagogy/Teaching-theories](http://www.britannica.com/pedagogy/Teaching-theories))

### Post-reading stage

**5. Join the suitable parts.**

- |   |   |
|---|---|
| 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. |

**6. Complete the sentences using the following words.**

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

**7. Fill in 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. 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?

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?

**9. Using the answers summarize the main ideas of the text.**

**10. Underline six examples of verb or adjective followed by the to-infinitive, and one example of verb or adjective followed by the bare infinitive.**

In India, all children are supposed to go to school between the ages of 6 and 14. In fact in the countryside it is very difficult for young children to get an education because the government has failed to build enough schools, and also because transport is difficult, and children need to take the bus to get to school. There are few buses, so most children go on foot. On top of all these problems, many parents never went to school themselves, so they do not expect their children to go. Many parents are also so poor that they do not let their children go to school but prefer to send them to work instead, because they need the money. Children from richer families, on the other hand, often live near

good schools, and their parents encourage them to pass their exams so that they can get good jobs.

**11. Complete each sentence so that it means the same as the first sentence, using either make or let in a suitable form.**

1. In ancient Sparta, girls had to practice running, wrestling and throwing javelins.

The ancient Spartans *made girls practice running, wrestling and throwing javelins.*

2. A baby was not allowed to live if it was not fit and strong.

The ancient Spartans did not \_\_\_\_\_

3. They encouraged young children to fight each other to make them tough.

The ancient Spartans \_\_\_\_\_

4. The children had to sleep on rushes, a kind of grass.

The ancient Spartans \_\_\_\_\_

### **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?**

### **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 behaviour 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 behaviour, 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.

(From <https://www.britanica.com>)

***2. Using clichés from the Supplementary write an annotation of the text.***

***3. 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 behaviour 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 behavioural 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.

(From <https://www.britanica.com>)

#### ***4. Render the text into English using the active vocabulary.***

Дошкольный возраст является важным в формировании словесно-логического мышления, так как ребенок начинает использовать речь для решения самых разных задач. Происходят изменения, развитие в познавательной сфере.

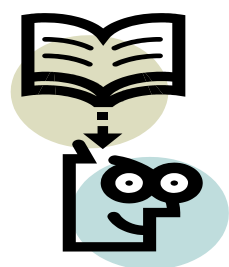
Изначально мышление основывается на чувственном познании, восприятии и ощущении реальности.

Первыми мыслительными операциями ребенка можно назвать восприятие им происходящих событий и явлений, а также его правильную реакцию на них.

Это элементарное мышление ребенка, непосредственно связанное с манипулированием предметами, действиями с ними. Мышление ребенка дошкольного возраста является наглядно-образным, его мысли занимают предметы и явления, которые он воспринимает или представляет.

Навыки анализа у него элементарные, в содержание обобщений и понятий входят лишь внешние и часто вовсе не существенные признаки (бабочка – птица, потому что летает, а курица – это не птица, потому что летать не может). С развитием мышления неразрывно связано и развитие речи у детей.

Речь ребенка складывается под решающим влиянием речевого общения со взрослыми, слушания их речи.



### **Use your English**

***1. Using your own examples try to explain the essence of physical development and social-emotional development. What methods would you use to promote these kinds of development?***

***2. Choose any of the quotations by Maria Montessori and explain it:***

***“The child gives us a beautiful lesson – that in order to form and maintain our intelligence, we must use our hands.”***

***“It is interesting to notice that where life is simple and natural and where the children participate in the adult’s life, they are calm and happy.”***

***“Children have an absorbent mind. “He, who opens a school door, loses a prison”***

## LESSON 8. METHODS OF PRESCHOOL EDUCATION

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                 |  |
|-----------------|--|
| 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.                                |

**2. Use the above words to complete the following sentences.**

1. With increasing globalisation we have become familiar with a range of names from diverse cultural backgrounds.

2. As the teacher says, she wants a reaction from mothers and approval from fathers.

3. Internal controls consist essentially of verification or confirmation.

4. His father was a teacher and his upbringing was strict.

5. All I want is to overcome my fear of heights, but I really don't know how.

6. Individuals usually combat this distress through specific behaviour that includes avoidance or rituals.

7. Most people cannot consciously remember much before the ages of 5 to 7 years

**3. 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         |

**4. Arrange A and B in pairs of antonyms**

<b>A</b>	<b>B</b>
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**

***Read the text and give your own examples of practical and visual methods of upbringing .***

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 briefly, clearly. The word carries the emotional component. So, the prohibition of action should not be coloured 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 behaviour which are demonstrated by an adult or through an illustration, a film, an analysis of the behaviour 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 behaviour. 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 a child's personality, because for the formation of socially significant behaviour, 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 behaviour in society. The richer and more variable this region is, the more opportunities are there for the child to choose options for socially correct behaviour. This group includes all verbal and visual methods from the previous classification.

2. Methods of forming socially-positive behaviour 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 favourite 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 behaviour. 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.

(From [www.britannica.com/pedagogy/Teaching-theories](http://www.britannica.com/pedagogy/Teaching-theories))

## Post-reading stage

### ***5. Join the suitable parts.***

- |   |  |
|---|--|
| 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 behaviour in society.  |
| 3. Visual methods are patterns of behaviour which are | c) on verbal forms: conversation, story, explanation, instruction.   |

demonstrated by an adult

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

**6. Complete the sentences using the following words.**

***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 behaviour.
5. Methods of development of consciousness are the basis of a child's ... world and knowledge of norms and rules of behaviour in society.
6. Methods of forming socially-positive behaviour 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 favourite tutor or grandmother.

**7. Fill in 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.

4. Visual methods are patterns of behaviour which are demonstrated by an adult or ... an illustration, a film, an analysis of the behaviour 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 behaviour ... society.

6. Children react even ... a slight disapproval of a significant person: a mother or father, a favourite 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 behaviour.

**8. 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?

**9. Using the answers summarize the main ideas of the text.**

**10. Complete each sentence (a-j) with a suitable ending (1-10). Use each ending once.**

1. Joe was absent most of the time (d)
2. Sue wanted to do the experiment for herself
3. James was a very gifted pupil
4. Lucy couldn't find a duster to clean the board
5. Dave could pick up languages very easily
6. Brenda wanted to leave space for corrections
7. Tony didn't pay attention in class
8. Helen was educated at home by her parents
9. Brian attended evening classes in photography
10. Cathy wanted to get into university

- a) so he didn't have any problems passing his exams.
- b) so he started talking in French after only a few days.
- c) so she had to study for the entrance examinations.

- d) so his name was removed from the register.
- e) so he didn't go out with his friends much during the week.
- f) so she wrote her answers in the corner.
- g) so she didn't have many friends of her own age.
- h) so she wrote everything on alternate lines.
- i) so she went to the science laboratory.
- j) so he could never remember what the teacher had said.

### **Additional practice**

***1. 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 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."

(From <https://www.britanica.com>)

**2. Using clichés from the Supplementary write an annotation of the text.**

**3. 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 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.

(From <https://www.britanica.com>)

**4. Render the text into English using the active vocabulary.**

Методы обучения детей – это система последовательных взаимосвязанных способов работы педагога и обучаемых детей, которые направлены на достижение дидактических задач. Выбор метода будет зависеть от цели и содержания предстоящего занятия:

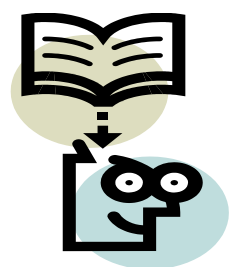
1. *Наглядные методы:* а) наблюдение – умение всматриваться в явления окружающего мира, выделяя в них основные, замечать

изменения, устанавливать причину, делать выводы; б) демонстрация – дает ребенку наглядный образ знакомых и незнакомых предметов;

2. *Практические методы:* а) упражнение – многократное повторение умственных и практических действий заданного содержания; б) опыты и экспериментирование – направлены на помощь в приобретении знаний о том или ином предмете; в) моделирование – наглядно-практический метод (глобус, карта, план участка и др.);

3. *Игровые методы и приемы:* а) дидактическая игра – совершенствование и закрепление знаний, усвоение новых знаний и умений разного содержания; б) воображаемая ситуация в развернутом виде – для усвоения тех или иных знаний («Магазин цветов» – знания о растениях, развитие речи и т. д.);

4. *Словесные методы:* а) рассказ педагога – изучение учебного материала; б) беседа – когда у детей есть знания о предмете; в) чтение художественной литературы – источник знаний об окружающем мире, воспитывает чувства, развивает мышление, воображение, память.



### Use your English

*Comment on the following “Love is the supreme form of communication. In the hierarchy of needs, love stands as the supreme developing agent of the humanity of the person. As such, the teaching of love should be the central core of all early childhood curriculum with all other subjects growing naturally out of such teaching” (Ashley Montagu).*

## LESSON 9. PROCESS OF LEARNING

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                  |   |
|------------------|---|
| 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.   |

**2. Use the above words to complete the following sentences.**

1. That would enable better evaluation and monitoring of the necessary integrated approach.
2. All she was interested in was the advancement of her career as a teacher.
3. The teacher can then take appropriate action.
4. She evokes pity and sorrow like no other child.
5. The philosophy posits four levels of the human being and three systems by which they interact.
6. True human-robot collaboration means more than just cooperation and coexistence.
7. A toddler requires close supervision and firm control at all times.

**3. Arrange A and B in pairs of antonyms.**

- | <b>A</b>       | <b>B</b>         |
|----------------|------------------|
| 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     |

**4. 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**

***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. 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 analysed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom “helped children 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 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.

(From [www.britanica.com/science/pedagogy](http://www.britanica.com/science/pedagogy))

### **Post-reading stage**

#### ***5. Join the suitable parts.***

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

**6. Complete the sentences using the following words.**

***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.

**7. Fill in 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.

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.

**8. 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?

**9. Using the answers summarize the main ideas of the text.**

**10. Underline ten adjectives in the text. Write the comparative and superlative forms of the underlined adjectives.**

There is a feeling that the schools are not succeeding – that standards are too low, that schools are not preparing young people with the skills, knowledge and personal qualities which are necessary for the world of work and schools have failed to instill the right social values. These are the criticisms and therefore there have been changes to meet these criticisms.

However, the criticisms take different forms. First, there are those who believe that standards have fallen, especially in the areas of literacy and numeracy – and indeed unfavourable comparisons are made with the other countries as a result of international surveys. For example, the recent Third International Mathematics and Science Survey (TIMSS) placed in England and Wales very low in mathematical achievement at 13 – although very high in science. Therefore, these critics emphasize «back to basis» and the need for more traditional teaching methods.

**Additional practice**

***1. 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 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.

(From [www.britanica.com/science/pedagogy](http://www.britanica.com/science/pedagogy))

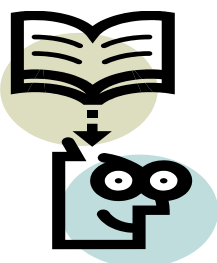
**2. Using clichés from the Supplementary write an annotation of the text.**

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

### **Play as a context of development in the early childhood**

Preschool play can be subdivided into two types: play for learning and free play. In terms of the child development and his/her genuine (rather than artificially enforced) learning, it is hard to choose between those two. Free play (free for the child but not for the teacher who must skilfully organize it keeping it free) is certainly of no less importance, to say the least, than “play-to-learn” teaching methods. It is common knowledge that the context of a free play is conducive for all major achievements of the preschool age to emerge and develop imagination and creativity, recognition of the rules that subsequently will allow the child to control himself/herself. Free play helps develop communication among children and gives them basic communication skills: discussion, resolution and prevention of conflicts, competent negotiation and many other skills. Child play gives a boost to self-regulation and meta-cognitive abilities of a child (which are pre-requisites for the development of reflection). But what is most important, the children love to play. A developmental program of preschool education should take into account the importance of the free play.

(From [www.britanica.com/science/pedagogy](http://www.britanica.com/science/pedagogy))



### **Use your English**

***“If you trust play, you will not have to control your child’s development as much. Play will raise the child in ways you can never imagine” (Vince Gowmon). Prepare a project expanding the idea that play improves the cognitive, physical, social, and emotional well-being of children.***

## LESSON 10. PRINCIPLES OF LEARNING (PART I)

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |               |   |
|---------------|---|
| 1) imply      | a) desire to do; interest or drive;   |
| 2) eagerness  | b) information in response to an inquiry, experiment, etc.;                         |
| 3) challenge  | c) to suggest or involve as a necessary consequence;                                |
| 4) motivation | d) characterized by or feeling expectancy or great desire;                          |
| 5) feedback   | e) strict and often repetitious training or exercises used as a method of teaching; |
| 6) drill      | f) having the ability to learn and understand easily;                               |
| 7) apt        | g) a questioning of a statement or fact; a demand for justification or explanation. |

**2. Use the above words to complete the following sentences.**

1. I think that this school's slogan is the most ... expression of educational task.
2. The teacher runs them through a ... – the days of the week, the weather and some counting.
3. We know that people like getting positive ... .
4. This, nevertheless, does not ... men have more psychological disorders.
5. In their ... to find a solution they may have overlooked certain pedagogical difficulties.
6. Adequate finding remains a major ... for the plan.
7. Tackling childhood obesity is a big ... behind the gardens in schools.

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

- |              |                              |
|--------------|------------------------------|
| 1) Readiness | a) to keep in mind           |
| 2) to imply  | b) exercise                  |
| 3) eagerness | c) to give smb to understand |
| 4) drill     | d) aptness                   |
| 5) to retain | e) nice                      |
| 6) goal      | f) enthusiasm                |
| 7) pleasant  | g) purpose                   |

**4. Arrange A and B in pairs of antonyms**

**A** **B**

- |               |                 |
|---------------|-----------------|
| 1) to retain  | a) meaningless  |
| 2) pleasant   | b) theory       |
| 3) definite   | c) to keep back |
| 4) meaningful | d) horrible     |
| 5) to commend | e) manifold     |
| 6) practice   | f) indefinite   |
| 7) single     | g) to forget    |

### Reading

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

#### *Readiness*

Readiness implies a degree of concentration and eagerness. Individuals learn best when they are physically, mentally, and emotionally ready to learn and do not learn well if they see no reason for learning. Getting children ready to learn, creating interest by showing the value of the subject matter, and providing continuous mental or physical challenge, is usually the teacher's responsibility. If children have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation. In other words, when children are ready to learn, they meet the teacher at least halfway, simplifying the teacher's job. Since learning is an active process, children must have adequate rest, health, and physical ability. Basic needs of children must be satisfied before they are ready or capable of learning. Children who are exhausted or in ill health cannot learn much. If they are distracted by outside responsibilities, interests, or worries children may have little interest in learning.

#### *Exercise*

The principle of exercise states that those things most often repeated are best remembered. It is the basis of drill and practice. It has been proven that children learn best and retain information longer when they have meaningful practice and repetition. The key here is that the practice must be meaningful. It is clear that practice leads to improvement only when it is followed by positive feedback.

The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Children do not learn complex tasks in a single session. They learn by applying what they have been told and shown. Every time practice occurs, learning continues. These include children recall, review and summary, and manual drill and physical applications.

All of these serve to create learning habits. The teacher must repeat important items of subject matter at reasonable intervals, and provide opportunities for children to practice while making sure that this process is directed toward a goal. But in some or many cases, there is no need for regular practice if the skill is acquired once. For instance if we have learnt cycling once, we will not forget the knowledge or skill even if we aren't exercising it for a long time.

### *Effect*

The principle of effect is based on the emotional reaction of the children. It has a direct relationship to motivation. The principle of effect is that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling. The children will strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more apt to lead to success and motivate the learner, so the teacher should recognize and commend improvement. Whatever the learning situation, it should contain elements that affect the children positively and give them a feeling of satisfaction. Therefore, teachers should be cautious about using punishment in the classroom.

*(From International Encyclopedia of teaching)*

### **Post-reading stage**

#### ***5. Join the suitable parts.***

- |  |  |
|--|--|
| 1. Individuals learn best when they are physically,  | a) it should contain elements that affect the children positively and give them a feeling of satisfaction.           |
| 2. If children have a strong purpose, a clear objective, and a definite reason for learning something, | b) and provide opportunities for children to practice while making sure that this process is directed toward a goal. |
| 3. Since learning is an active process,  | c) mentally, and emotionally ready to learn and do not learn well if they see no reason for learning.                |
| 4. It has been proven that children learn best and retain information longer                           | d) a child-centred educational approach based on scientific observations of children.                                |
| 5. The teacher must repeat important items of subject matter at reasonable intervals,                  | e) when they have meaningful practice and repetition.  |
| 6. The principle of effect is that learning is strengthened  | f) children must have adequate rest, health, and physical ability.   |

7. Whatever the learning situation, g) they make more progress than if they lack motivation.

**6. Complete the sentences using the following words.**

*motivation effect remembered intervals  
health told mentally*

1. Individuals learn best when they are physically ... and emotionally ready to learn and do not learn well if they see no reason for learning.
2. If children have a strong purpose, and a definite reason for learning something, they make more progress than if they lack.
3. Since learning is an active process, children must have adequate rest ... and physical ability.
4. The principle of exercise states that those things most often repeated are best ... .
5. Children learn by applying what they have been ... and shown.
6. The teacher must repeat important items of subject matter at reasonable ..., and provide opportunities for children to practice.
7. The principle of... is that learning is strengthened when accompanied by a pleasant or satisfying feeling.

**7. Insert the missing prepositions.**

1. Individuals do not learn well if they see no reason ... learning.
2. Creating interest ... showing the value of the subject matter, and providing continuous mental or physical challenge, is usually the teacher's responsibility.
3. When children are ready to learn, they meet the teacher ... least halfway, simplifying the teacher's job.
4. Basic needs of children must be satisfied ... they are ready or capable of learning.
5. It is clear that practice leads ... improvement only when it is followed by positive feedback.
6. The teacher must repeat important items of subject matter ... reasonable intervals.
7. The principle of effect is based ... the emotional reaction of the children.

**8. Answer the following questions.**

1. What does readiness imply? What are the conditions of better learning?
2. What should children have to make progress in the learning process?
3. What does the principle of exercise state?

4. What processes does practice include?
5. How does the teacher provide opportunities for children to practice?
6. What is the principle of effect based on?
7. Which elements should the learning situation contain?

**9. Using the answers summarize the main ideas of the text.**

**10. Put one of the following prepositions in each space in the sentences below.**

*Up to of at from in into*

1. Which school do you go ...?
2. He left school ... the age ... 18.
3. The summer term ends ... July.
4. She's not at home, she's ... school.
5. She goes ... Sussex University.
6. His lecture was divided ... four parts.
7. School breaks ... next Friday.
8. She is ... the same class as her brother.
9. Students usually receive a grant ... the state.

### **Additional practice**

**1. Skim the text to find out the ways the author suggests that should make preschool learning more effective. Which one would you use in your teaching process?**

While data have not yet deemed any particular curricular model to be more effective than others, scholars and major national organizations in the field have recommended indicators of effectiveness that embrace curriculum and pedagogy including the following: a) *children are active and engaged*. Children learn best by exploring and thinking about all sorts of phenomena. As such, children need to be active in their learning, not just cognitively, but also physically, socially, and artistically. Effective curriculum ensures that important concepts are taught through projects, every day experiences, collaborative activities, and an active curriculum; b) *goals are clear and shared by all*. Curriculum goals should be clearly defined, shared, and understood by all adults who have a stake in children's learning (e. g., families, teachers, program administrators). The curriculum and related teaching strategies should be designed to help achieve goals in a unified, coherent way; c) *teachers have frequent, meaningful interactions with children*. As already noted, curriculum and the content of what young children need to learn, know, and be able to do is

closely linked with pedagogy and how such content is delivered. As a consequence, curriculum implementation relies primarily on teachers and the nature of teacher/child interactions. Teachers' engagement with children also allows them to regularly assess each child's progress and make adjustments in the classroom as necessary. Effective pedagogical and assessment strategies rely to a large extent on teachers' experience levels and educational backgrounds. To support effective teaching, curriculum should be linked to on-going professional development for teachers.

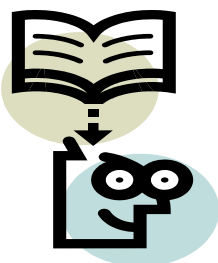
**2. Using clichés from the Supplementary write an annotation of the text.**

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

### **Evidence-based curriculum**

The curriculum should be based on evidence that is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. It should be organized around principles of child development and learning. When subject-specific curricula are adopted, they should also meet the standards of relevant professional organizations.

The content and implementation of the curriculum should build on children's prior individual, age-related, and cultural learning and be inclusive of children with disabilities. In addition, curriculum should support the knowledge that children gain from their families and communities and support children whose home language is not English in building a solid base for later learning. Effective curricula offer guidance, adaptations, and specific strategies to differentiate teaching and classroom activities according to the characteristics and backgrounds of the children.



### **Use your English**

*Choose one of the topics below. Discuss your ideas in small groups. Prepare a few questions to ask your partners about the principles of learning. When you have finished, exchange your ideas with the rest of the class. Use the following phrases:*

- \*In my opinion....
- \*As far as I can see....
- \*It is a well-known fact that....
- \*The thing (matter, point) is that....

*1. Children learn best when they are physically, mentally, and emotionally ready to learn.*

*2. Children learn best and retain information longer when they have meaningful practice and repetition.*



## LESSON 11. PRINCIPLES OF LEARNING (PART II)

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                |   |
|----------------|---|
| 1) defeat      | a) a brief satirical theatrical sketch;                                   |
| 2) frustration | b) to be able to hold or contain;   |
| 3) futility    | c) the state of being first in rank, grade, etc.;                         |
| 4) inferior    | d) an unsuccessful ending to a struggle or contest;                       |
| 5) primacy     | e) the emotional reaction to such prevention that may involve aggression; |
| 6) to retain   | f) lack of effectiveness or success;                                      |
| 7) skit        | g) lower in value or quality  |

**2. Use the above words to complete the following sentences.**

1. I thought the ... on some teachers was really funny.
2. Our country ... its traditional and habitual ways of doing things.
3. In society's life, spiritual ... belongs to cultures.
4. Adults have ... survival than children.
5. Moments of anger or ... would spread and it rarely helped a teacher win.
6. It is the teacher's hope that some people will be able to see the ... of both approaches.
7. Victory has a hundred fathers, but ... is an orphan.

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

- |                   |                  |
|-------------------|------------------|
| 1) confusion      | a) progress      |
| 2) to avoid       | b) to help       |
| 3) to consolidate | c) earlier       |
| 4) preceding      | d) to strengthen |
| 5) to facilitate  | e) sketch        |
| 6) skit           | f) disorder      |
| 7) advancement    | g) to escape     |

**4. Arrange A and B in pairs of antonyms**

- | <b>A</b>     | <b>B</b>         |
|--------------|------------------|
| 1) defeat    | a) clarification |
| 2) durable   | b) to contact    |
| 3) confusion | c) victory       |
| 4) to avoid  | d) weak          |

- |                |              |
|----------------|--------------|
| 5) correct     | e) illogical |
| 6) logical     | f) regress   |
| 7) advancement | g) incorrect |

### **Reading**

***Read the text and point out learning experience acceptable for teaching.***

One of the important obligations of the teacher is to set up the learning situation in such a manner that each trainee will be able to see evidence of progress and achieve some degree of success. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for children. If, for example, a teacher attempts to teach advanced concepts on the initial engagement, children are likely to feel inferior and be frustrated. Impressing upon children the difficulty of a task to be learned can make the teaching task difficult. Usually it is better to tell the children that a problem or task, although difficult, is within their capability to understand or perform. Every learning experience does not have to be entirely successful, nor do children have to master each lesson completely. However, every learning experience should contain elements that leave children with some good feelings. Children's chance of success is definitely increased if the learning experience is a pleasant one.

### *Primacy*

Primacy, the state of being first, usually creates a strong and durable impression. Things learned first are usually learned easily and remain, without effort, in the mind of children. For a teacher, this provides an ideal strategy for successfully teaching the most important fundamentals of a subject; simply starting with these fundamentals and avoiding information of secondary importance will exercise the law of primacy to help consolidate the fundamentals quickly and for the long term. For children, it means that learning must be right. "Unteaching" wrong first impressions will cause confusion unless the correct version is presented logically and carefully with effort devoted to explaining why the first version is incorrect or inferior.

Children's first experience should be positive, functional, and lay the foundation for all that is to follow. What children learn must be procedurally correct and applied the very first time. A teacher must present subject matter in a logical order, step by step, making sure children have already learned the preceding step. If the task is learned in isolation, is not initially applied to the overall performance, or if it must be relearned, the process can be confusing and time consuming. Preparing and following a lesson plan facilitates delivery of the subject matter correctly the first time.

### *Intensity*

The more intense the material taught, the more likely it will be retained. A sharp, clear, vivid, dramatic, or exciting learning experience teaches more than a routine or boring experience. The principle of intensity implies that children will learn more from the real thing than from a substitute. For example, children can get more understanding and appreciation of a movie by watching it than by reading the script. Likewise, children are likely to gain greater understanding of tasks by performing them rather than merely reading about them. The more immediate and dramatic the learning is to a real situation, the more impressive the learning is upon children. Real world applications that integrate procedures and tasks that children are capable of learning will make a vivid impression on them.

In contrast to practical instruction, the classroom imposes limitations on the amount of realism that can be brought into teaching. The teacher needs to use imagination in approaching reality as closely as possible. Classroom instruction can benefit from a wide variety of instructional aids, to improve realism, motivate learning, and challenge children. Teachers should emphasize important points of instruction with gestures and voice. Demonstrations, skits, and role playing do much to increase the learning experience of children. Examples, analogies, and personal experiences also make learning come to life. Teachers should make full use of the senses (hearing, sight, touch, taste, smell, balance, rhythm and others).

### *Freedom*

The principle of freedom states that things freely learned are best learned. Conversely, the further a child is coerced, the more difficult is for him to learn, assimilate and implement what is learned. Compulsion and coercion are antithetical to personal growth. The greater the freedom enjoyed by individuals within a society, the greater the intellectual and moral advancement enjoyed by society as a whole.

Since learning is an active process, children must have freedom: freedom of choice, freedom of action, freedom to bear the results of action – these are the three great freedoms that constitute personal responsibility. If no freedom is granted, children may have little interest in learning.

(From <https://www.britanica.com>)

## **Post-reading stage**

### ***5. Join the suitable parts.***

1. One of the important obligations of the teacher is to
  - a) the greater the intellectual and moral advancement enjoyed by

- |  |  |
|--|--|
|  | society as a whole.  |
| 2. If a teacher attempts to teach advanced concepts on the initial engagement, | b) the more impressive the learning is upon children.  |
| 3. For a teacher, primacy provides an ideal strategy for successfully teaching | c) children are likely to feel inferior and be frustrated.   |
| 4. Children's first experience should be positive, functional,                 | d) set up the learning situation in such a manner that each trainee will be able to see evidence of progress and achieve some degree of success. |
| 5. The more immediate and dramatic the learning is to a real situation,        | e) are the three great freedoms that constitute personal responsibility.   |
| 6. The greater the freedom enjoyed by individuals within a society,            | f) the most important fundamentals of a subject  |
| 7. Freedom of choice, freedom of action, freedom to bear the results of action | g) and lay the foundation for all that is to follow.   |

**6. Complete the sentences using the following words.**

***intensity freedom unpleasant advancement  
performing primacy learning***

1. A teacher is to set up the ... situation for a trainee to see evidence of progress and achieve some degree of success.
2. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are ... for children.
3. ... is the state of being first, which usually creates a strong and durable impression.
4. The principle of ... implies that children will learn more from the real thing than from a substitute.
5. Children are likely to gain greater understanding of tasks by ... them rather than merely reading about them.
6. The principle of ... states that things freely learned are best learned.
7. The greater the freedom enjoyed by individuals within a society, the greater the intellectual and moral ... enjoyed by society as a whole.

**7. Insert the missing prepositions.**

1. One of the important obligations of the teacher is to set ... the learning situation in such a manner that each trainee will be able to see evidence of progress.

2. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant ... children.

3. Every learning experience should contain elements that leave children ... some good feelings.

4. Things learned first are usually learned easily and remain, without effort, ... the mind of children.

5. The principle of intensity implies that children will learn more ... the real thing than from a substitute.

6. In contrast to practical instruction, the classroom imposes limitations ... the amount of realism that can be brought into teaching.

7. The greater the freedom enjoyed by individuals within a society, the greater the intellectual and moral advancement enjoyed ... society as a whole.

**8. Answer the following questions.**

1. What is the aim of setting up the learning situation in a class?
2. What experiences are the most unpleasant for children?
3. How can the principle of primacy help in the process of learning?
4. How should a teacher present subject matter?
5. What does the principle of intensity imply?
6. What is the main idea of the principle of freedom?
7. What are the three great freedoms that constitute personal responsibility?

**9. Using the answers summarize the main ideas of the text.**

**10. Put each of the following words or phrases in its correct space in the passage below.**

*state terms seminar degree co-educational private primary  
tutorial graduate nursery school grant secondary lecture break up  
compulsory fees academic*

When children are two or three years old, they sometimes go to a (a) \_\_\_\_\_, where they learn simple games and songs. Their first real school is called a (b) \_\_\_\_\_ school. In Britain, children start this school at the age of five. The (c) \_\_\_\_\_ year in Britain begins in September and is divided into three (d) \_\_\_\_\_. Schools (e) \_\_\_\_\_ for the summer holiday in July. (f) \_\_\_\_\_ education begins at the age of about eleven, and most schools at this level are (g) \_\_\_\_\_, which means boys and girls study together in the same classes. In

Britain education is (h) \_\_\_\_\_ from five to 16 years of age, but many children choose to remain at school for another two or three years after 16 to take higher exams. Most children go to (i) \_\_\_\_\_ schools, which are maintained by the government or local education authorities, but some children go to (j) \_\_\_\_\_ schools, which can be very expensive. University courses normally last three years and then students (k) \_\_\_\_\_, which means they receive their (l) \_\_\_\_\_. At university, teaching is by (m) \_\_\_\_\_ (an individual lesson between a teacher and one or two students), (n) \_\_\_\_\_ (a class of students discussing a subject with a teacher), (o) \_\_\_\_\_ (when a teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a university place are given a (p) \_\_\_\_\_ by the government to help pay their (q) \_\_\_\_\_ and living expenses.

### **Additional practice**

***1. Skim the text to find out where the main achievement of the preschool age lies according to classical psychological research. Do you agree with the point of view highlighted in the text?***

#### **Specific character of the early childhood care and education (ECCE)**

The principle of each age inherent value makes it possible to understand a specific character of preschool education. The attempts to incorporate school content into preschool education in early 21st century is ever more puzzling given the fact that back in the last century Russian and foreign scholars convincingly showed that the acceleration of the child development is both inadmissible and inefficient. However, it is important to keep school program objectives separate from the preschool ones without underestimating the ability of a preschool child; it is critical to avoid both artificial acceleration and artificial slow-down of the child development. Thus, to generate a developmental age-appropriate preschool education program it is necessary to have a precise knowledge about:

1. What are the main age-specific objectives for early childhood development?
2. What are the real potential and interests of a preschool child?

Classical psychological research as well as most recent studies provides an answer to the first question. The main achievement of the preschool age lies in the development of the basis of the child's personality culture, his/her emotional well-being, development of individual abilities and inclinations, independence, initiative, creativity, self-sufficiency, curiosity, responsibility, communicative and intellectual competence. These and other personality qualities make it possible for the child to enter the next age group – early school

age – as an interested and cognitively motivated individual, and to avoid stresses and devastating disappointments of the transition period.

(From <https://www.britanica.com>)

**2. Using clichés from the Supplementary write an annotation of the text.**

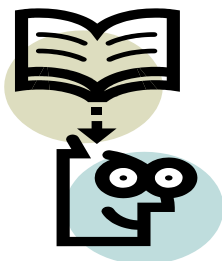
**3. Read the text and define its main idea. Translate the text in writing.**

### **The practical implications of early childhood education**

In recent decades, studies have shown that early childhood education (ECE) 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.

(From <https://www.britanica.com>)



### **Use your English**

*Education has been defined in a variety of ways, by a variety of people. Choose the one you consider to be the best and explain why. Give reasons for your choice.*

1. "Education is a continual process; it's like a bicycle... If you don't pedal you don't go forward" (George Weah).

2. "Education is the best friend. An educated person is respected everywhere. Education beats the beauty and the youth" (Chanakya).

3. “Education is not the filling of a pail, but the lighting of a fire” (William Butler Yeats).

4. “A good education is a foundation for a better future” (Elizabeth Warren).



## LESSON 12. MONTESSORI METHOD OF EDUCATION

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |               |   |
|---------------|---|
| 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.   |

**2. Use the above words to complete the following sentences.**

1. The proposals are expected to ... heated debate.
2. Each year, vaccines ... more than 2.5 million child deaths globally.
3. Careful planning ... any kind of work.
4. It is not always ambitious parents ... for places at the most academic school.
5. Teachers are ... of young children and encourage them to have confidence reading aloud.
6. It is important for children to have time to ... in family activities.
7. Generally speaking, preschool teachers are completely ... to take any action they consider appropriate.

**3. 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         |

**4. Arrange A and B in pairs of antonyms.**

**A**

**B**

- |                 |                 |
|-----------------|-----------------|
| 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

***Read the text and pick out information new to you.***

The method, developed by Maria Montessori, is a child-centred 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 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 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."

(From [en.wikipedia.org/wiki/Maria\\_Montessori](http://en.wikipedia.org/wiki/Maria_Montessori))

### **Post-reading stage**

#### ***5. Join the suitable parts.***

- |  |   |
|--|---|
| 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.                  |
| 4. Based on her observations, Montessori believed that children                                  | d) a child-centred educational approach based on scientific observations of children.                            |
| 5. Montessori education involves free activity within a “prepared environment”,                  | e) would give rise to a more peaceful and enduring civilization.   |
| 6. The function of the environment is to help and allow the child                                | f) for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. |
| 7. Montessori felt that children allowed to develop according to their inner laws of development | g) experimentation with the environment, materials, and lessons available to them.                               |

**6. Complete the sentences using the following words.**

*autism   human   normalization   independence  
cognitively   child-centred   psychological*

1. The method, developed by Maria Montessori, is a ... educational approach based on scientific observations of children.
2. Montessori’s method attempts to develop children physically, socially, emotionally and ... .
3. While visiting an asylum, Montessori used her observations of mistreatment of the kids there, especially those with ..., to create her new form of education.
4. Montessori education is fundamentally a model of ... development, and an educational approach based on that model.
5. Children and developing adults engage in ... self-construction by means of interaction with their environments.
6. The function of the environment is to help and allow the child to develop ... in all areas according to his or her inner psychological directives.
7. Montessori observed in children from three to six years old a psychological state she termed “...”.

**7. Fill in 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."

**8. 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?

**9. Using the answers summarize the main ideas of the text.**

**10. Put questions to the following sentences. The type is given in brackets.**

1. Some teachers become more concerned with mothering or entertaining students than with teaching them. (*General*)

2. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. (*Special*)

3. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. (*Disjunctive*)

4. These teachers are meeting their own needs, not those of the students. (*Question to the subject*)

5. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum. (*Alternative*)

### **Additional practice**

***1. 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?***

#### **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 Édouard Séguin, 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 children at the Orthophrenic School. Montessori found the resulting improvement in children's 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 children 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 favour; 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.

(From en.wikipedia.org/wiki/Maria\_Montessori)

**2. Using clichés from the Supplementary write an annotation of the text.**

**3. 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 travelled 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.

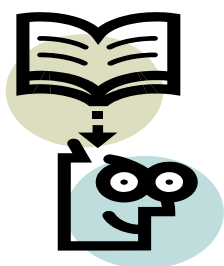
In order to discuss the history of early childhood education, it is important to understand the exact definition of the term. According to Brown (2009), “early childhood development is defined as a set of concepts, principles, and facts that explain, describe and account for the processes involved in 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 endeavours.

(From en.wikipedia.org/wiki/Maria\_Montessori)

**4. Render the text into English using the active vocabulary.**

Развитие детей по методике Монтессори – это свобода и дисциплина, увлекательная игра и серьезная работа одновременно. Свою педагогическую методику Мария Монтессори называла системой самостоятельного развития ребенка в дидактически подготовленной среде.

Монтессори заметила у детей от трех до шести лет психологическое состояние, которое она назвала «нормализация». Нормализация начинается с фокусирования внимания детей на какой-то деятельности, направленной на их развитие, и характеризуется способностью концентрироваться, а также «спонтанной дисциплиной, способностью продолжительно и радостно трудиться, стремлением помочь другим и способностью сочувствовать»



### Use your English

*1. In groups of four make a presentation of Montessori's contribution to the development of early education to the other students. Add information from other sources.*

*2. Use the Internet to find the information about kindergartens in your region where they apply Montessori's methods. Have they changed? Have they been adapted to the present time?*



## LESSON 13. PLANES OF DEVELOPMENT

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                |   |
|----------------|---|
| 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.                         |

**2. Use the above words to complete the following sentences.**

1. When do you ... finishing the project?
2. If you were wrong, admit it. You won't lose ..., but will gain respect.
3. Will it ... a range of policies from health to education and crime?
4. They have ... brain abnormalities that appear to normalise with effective treatment.
5. The word "Pagoda" was ... to Europe by the 17th-century Portuguese.
6. This modest group size allows our teachers to ... to the needs of each child.
7. The museum has been heavily criticized over its ... of the four-million-dollar sculpture.

**3. 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      |

**4. Arrange A and B in pairs of antonyms.**

<b>A</b>	<b>B</b>
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**

*Read the text and pick out information about the main stages of children development according to Montessori.*

**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.

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 behaviour 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 that 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 behaviour – from around 2½ 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.

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 “valorisation” 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.

(From [en.wikipedia.org/wiki/Maria\\_Montessori](http://en.wikipedia.org/wiki/Maria_Montessori))

## Post-reading stage

### *5. Join the suitable parts.*

1. Montessori observed four a) by making appropriate materials distinct periods, or “planes,” in and activities available while the

- |   |  |
|---|--|
| human development,  | 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.                       |
| 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.                    |

**6. Complete the sentences using the following words.**

***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 that 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.

**7. Fill in 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.

4. Montessori observed and discovered periods of special sensitivity ... particular stimuli that 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.

**8. 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?

**9. Using the answers summarize the main ideas of the text.**

**10. Complete the text with the following words:**

*capacity child-centered classroom ~~educators~~ foster graduate images  
influence method needs potential whole*

Maria Montessori was one of the most important early years (1) educators of the 20th century. She was the first woman to (2) \_\_\_\_\_ from the University of Rome medical school and became interested in education through her work as a doctor, treating children with special (3) \_\_\_\_\_.

When she went on to establish schools for the disadvantaged children of working parents in Rome, she approached their education as a scientist. She used the (4) \_\_\_\_\_ as her laboratory for observing children and finding ways to help them to achieve their full (5) \_\_\_\_\_.

It soon became apparent that Dr Montessori had developed a highly effective teaching (6) \_\_\_\_\_, which could be used with great success with each and every child. She began to travel the world, establishing schools, lecturing about her discoveries, and writing articles right up to her death in 1952. She was a true pioneer of (7) \_\_\_\_\_ education. Her innovative classroom practices and ideas have had a profound (8) \_\_\_\_\_ on the education of young children all over the world.

Montessori saw that children learn best by doing and that happy self-motivated learners form positive (9) \_\_\_\_\_ of themselves as confident, successful people. She created specially designed resources to (10) \_\_\_\_\_ independence and a love for learning from an early age.

The Montessori approach is holistic, that is, it aims to develop the (11) \_\_\_\_\_ child. Fundamental to this approach is the belief that a child's early life, from birth to six years old, is the period when they have the greatest (12) \_\_\_\_\_ to learn.

***11. Open the brackets in the conditional sentences making necessary changes.***

A. Example: If he (come) tomorrow, he will help us. – If he comes tomorrow, he will help us.

1. If you (put) salt on ice, it will melt. 2. If he (leave) now, he will miss the rush hour. 3. Provided that she (service) the car, we'll be able to drive to the country. 4. Unless he (do) his homework, he'll stay at home. 5. Providing that we (get up) early, we'll reach the place of destination in time. 6. They will let us know if they (see) him.

B. Example: If he (come) tomorrow, he would help us. – If he came tomorrow, he would help us.

1. If you met the president, what you (do)? 2. If he (live) nearer, we would see each other more often. 3. I might go for a walk if the weather (be) nice. 4. I would call him up if he (come) tomorrow. 5. If I were as young as you are, I (sail) in a boat round the world. 6. I would go skiing if there (be) more snow. 7. She would play tennis if it (be) not so hot. 8. If I (be) in his shoes, I wouldn't invite the Browns. 9. If we (not have) to study, we would go out tonight. 10. Where you (go) if you were on leave?

C. Example: If he (come) yesterday, he would have helped us. – If he had come yesterday, he would have helped us.

1. She (notice) this mistake if she had been more attentive. 2. I might have gone on an excursion with you if I (know) about it beforehand. 3. If we (know) that you were there, we would have called on you. 4. If I had known of his arrival, I (meet) him. 5. Nobody told me about your trouble. I would have helped you if I (know) about it. 6. If you had tried your best, you (get) the job. 7. If he (not work) late, he would have caught his bus. 8. If Mary had agreed to sit in for us, we (go) to the movie yesterday. 9. He (pass) his exams well if he had studied hard. 10. I would have prepared everything yesterday if I (receive) your message on Monday. a brief satirical theatrical sketch.

### **Additional practice**

*1. Skim the text to find out the hypothesis concerning language development. What are the main features of each hypothesis?*

### **Mechanisms of language development**

Although the role of adult discourse is important in facilitating the child's learning, there is considerable disagreement amongst theorists about the extent to which children's early meanings and expressive words arises directly from adult input as opposed to intrinsic factors relating to the child's cognitive functions. Findings about the initial mapping of new words, the ability to decontextualize words and refine meaning are diverse. One hypothesis is known as the syntactic bootstrapping (самогенерация) hypothesis, referring to the child's ability to infer meaning from cues, using grammatical information from the structure of sentences. Another is the multi-route model in which it is argued that context-bound words and referential words follow different routes; the first being mapped onto event representations and the latter onto mental representations. In this model, although parental input has a critical role, children rely on cognitive processing to establish subsequent use of words. However, naturalistic research on language development has indicated that preschoolers' vocabularies are strongly associated with the number of words addressed to them by adults.

There is yet no single accepted theory of language acquisition. Current explanations vary in emphasis from learning theory, with its emphasis on reinforcement and imitation (Skinner), to biological, nativist theories, with innate underlying mechanisms (Chomsky and Pinker), to a more interactive approach within a social context (Piaget and Tomasello). Behaviourists argue that given the universal presence of a physical environment and, usually, a social environment, any theory of language must account for the effects of the contingent relations of these on an individual's development of language behaviour. Pinker argues that complex language is universal and has an innate

basis. Pinker's argument is partly based on the development of creole languages from pidgins. The children of parents, who communicate, without grammatical structures, in pidgin, develop a creole language of their own accord, complete with standardised word orders, markers for present, future and past tenses and subordinate clauses. There is some support for this from the development of sign language amongst deaf children thrown together at a young age in special schools in Nicaragua who spontaneously developed a pidgin, which was then developed into a creole by a younger generation of children coming into the schools.

(From International Encyclopaedia of Education)

***2. Using clichés from the Supplementary write an annotation of the text.***

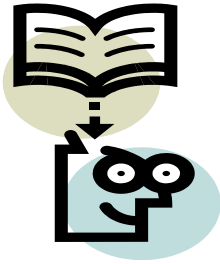
***3. Read the text and define its main idea. Translate the text in writing. Entitle the text.***

External factors, such as messages from other people, colour 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 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" (гибкий, жизнестойкий) 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.





### Use your English

*Choose one of the topics below. Discuss your ideas in small groups. Prepare a few questions to ask your partners about the principles of learning. When you have finished, exchange your ideas with the rest of the class.*

1. “The best teachers are those who show you where to look, but don’t tell you what to see” (Alexandra K. Trenfor).
2. “The goal of early childhood education should be to activate the child’s own natural desire to learn” (Maria Montessori).
3. “Teach children what to think and you limit them to your ideas. Teach children how to think and their ideas are unlimited” (Sandra Parks).

## LESSON 14. JEAN PIAGET – SWISS PSYCHOLOGIST

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                  |   |
|------------------|---|
| 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. |

**2. Use the above words to complete the following sentences.**

- The chronological ... gives the book an element of structure.
- Simple design always requires less time and money than ... one.
- They have taken a wrong turning in their ... that all men and women think alike.
- We each have a ... of just what kind of person we'd like to be.
- All happy families ... one another.
- Students are expected to ... a second language.
- This is an ... solution and a reasonable compromise.

**3. 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  |

**4. Arrange A and B in pairs of antonyms.**

- | <b>A</b> | <b>B</b>    |
|----------|-------------|
| 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

***Read the text and pick out information about Piaget's fundamental assumptions.***

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 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 seven 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 revealing questions about simple problems he had devised, and then he formed a picture of their way of viewing the world by analysing 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 ways that are more effective. 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.

(From <https://www.britanica.com>)

### **Post-reading stage**

#### ***5. Join the suitable parts.***

1. Jean Piaget, a Swiss psychologist, was the first to suggest that the child develops through stages until he arrives at a stage of thinking that resembles that of an adult.

make a systematic study

2. Jean Piaget took the intellectual functioning of adults as the central phenomenon to be explained and wanted to know

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

b) achieving mental growth by integrating simpler concepts into higher-level concepts at each stage.

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.

###### **6. Complete the sentences using the following words.**

***manipulate education thinking objects  
logic sensorimotor 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 seven to age eleven or twelve 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 ... .

***7. Fill in the missing preposition.***

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

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 ways that are more effective.

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.

***8. 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?

***9. Using the answers summarize the main ideas of the text.***

### ***10. Fill in: a, an or the where necessary***

Learning has (1)... central role in education. Although curricula tend to be prescribed by governments, school boards or educational authorities, (2)... matter of how to teach that content to (3)...students is largely left up to (4)... individual teacher. Learning has (5)... central role in education. Psychological research into (6)... nature of learning and (7)... various ways in which it can occur has important (8)...practical implications for teaching.

Learning can be defined in (9)... number of ways. Some psychologists, such as behaviourists see learning as (10)... relatively permanent change in (11)... individual's behaviour. Other psychologists see learning as more about changes in (12)... amount or type of knowledge that we have, or (13)... way in which we reason about our world. Learning shows that we have benefitted from experience in some way, and can work or act more effectively as (14)... result. So learning can be evidenced by (15)... changes in strategy or (16)... ability to think differently about (17)... problem. It enables us to anticipate outcomes and therefore act to control our environment.

### **Additional practice**

***1. 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 19<sup>th</sup> 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 children's personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education contributions to societal purposes, including good citizenship, shaping children 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 21<sup>st</sup> century, many countries treat education as a positional good. In this competitive approach, people want their own children to get a better education

than other children. This approach can lead to unfair treatment of some children, 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 children in one school are from low-income families and that nearly all the children in the neighboring schools come from more affluent families, even though concentrating low-income children in one-school results in worse educational achievement for the entire school system.

(From <https://www.britanica.com>)

**2. Using clichés from the Supplementary write an annotation of the text.**

**3. 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 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.

(From [www.wikipedia.org](http://www.wikipedia.org))

**4. Render the text into English using the active vocabulary.**

Программы дошкольного образования предполагают, что процесс обучения осуществляется в форме занятий. Во время занятий педагоги-воспитатели взаимодействуют с детьми. У детей формируются трудовые и спортивные навыки, ведется их умственное и эстетическое развитие. Каждым педагогом в процессе занятий используются определенные методы обучения. Дошкольное образование классифицирует такие методы следующим образом: словесные предполагают применение словесных объяснений, ведение диалогов с детьми, ответы на вопросы. Детям



дошкольного возраста свойственно быстро впитывать в себя новое, развиваться, поэтому процесс обучения постепенно усложняется. Наглядные предполагают, что на занятиях используются предметы и картинки, иллюстрации и дидактические наглядные материалы. Практические – это возможность использовать полученные навыки в реальной жизни, в общении с другими детьми и взрослыми. Игровые – это имитация и проигрывание жизненных ситуаций через игры. Для дошкольников свойственно играть. Через игры дети познают реальный мир. Дошкольное образование, чаще всего, использует обучающие игры, которые очень важны во всем обучающем процессе. Часто занятия проводят в виде игр дидактического типа. Особенностью таких обучающих занятий являются разные варианты, предлагаемые для принятия решений. Наличие нескольких вариантов дает возможность детям развивать логику, просчитывать последствия того или иного выбора.



### Use your English

*Write an essay describing the contribution of the educators you have read about to the development of early education. Add information from other sources.*

#### ***Role-play: “Time to Teach”***

Students prepare a short lesson on a topic of Jean Piaget or Maria Montessori and get to be the teacher for a few minutes. The lesson should include information about the life of great educators, their activities and contribution to the development of preschool education.

## LESSON 15. SPECIAL EDUCATION

**Pre-reading stage**

**1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.**

- |                     |   |
|---------------------|---|
| 1) self-sufficiency | a) to judge the worth, importance, etc., of; evaluate;  |
| 2) disorder         | b) act of correcting an error or a fault or an evil;  |
| 3) dyslexia         | c) a difference between conflicting facts or claims or opinions;  |
| 4) to benefit       | d) able to provide for or support oneself without the help of others;                                   |
| 5) discrepancy      | e) a physical condition in which there is a disturbance of normal functioning;                          |
| 6) remediation      | f) a developmental disorder which can cause learning difficulty in one or more of the areas of reading; |
| 7) to assess        | g) to do or receive good; profit.   |

**2. Use the above words to complete the following sentences.**

1. It's not rocket science: an education followed by years of work experience puts you in a position to judge or ... others.

2. Repeated reading may be a viable ... technique for dysfluent readers because of the need for more repetitions.

3. What are the reasons for the ... between girls' and boys' performance in school?

4. Generally speaking, ... in scientific and technological expertise is a characteristic of all industrial countries, large and small.

5. A ... is a mental or physical illness which prevents part of your body from working properly.

6. A common sign of ... is that the sequencing of letters when spelling words may be incorrect.

7. The students have to ... from up-to-date practical experience on the part of the teacher trainer.

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

- |                     |                 |
|---------------------|-----------------|
| 1) to accommodate   | a) to enter     |
| 2) self-sufficiency | b) general      |
| 3) benefit          | c) to support   |
| 4) to assess        | d) to adapt     |
| 5) mainstream       | e) independence |
| 6) to advocate      | f) help         |
| 7) to access        | g) to evaluate  |

**4. Arrange A and B in pairs of antonyms.**

<b>A</b>	<b>B</b>
1) Below	a) to ignore
2) difference	b) to misapply
3) special	c) similarity
4) inclusive	d) above
5) strength	e) general
6) to adapt	f) exclusive
7) to assess	g) weakness

**Reading**

*Read the text, pick out information new to you and be ready to use it in the project.*

Special education (known as special-needs education, aided education, exceptional education, alternative provision, exceptional student education) is the practice of educating students in a way that accommodates their individual differences, disabilities, and special needs. This involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community, which may not be available if the student were only given access to a typical classroom education.

Special education aims to provide accommodated education for disabled students such as learning disabilities, learning difficulties (such as dyslexia and ADHD), communication disorders, emotional and behavioral disorders, physical disabilities (such as osteogenesis imperfecta, cerebral palsy, muscular dystrophy, spina bifida, and Friedreich's ataxia), developmental disabilities (such as autism spectrum disorder and intellectual disabilities) and other disabilities. Disabled students are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, a resource room, or a separate classroom.

The opposite of special education is general education, also known as mainstream education. General education is the standard curriculum presented without special teaching methods or supports. Sometimes special education classrooms and general special education classrooms mix. This is called an inclusive classroom.

Some children are easily identified as candidates for special needs due to their medical history. For example, they may have been diagnosed with a

genetic condition that is associated with intellectual disability, may have various forms of brain damage, may have a developmental disorder, may have visual or hearing disabilities, or other disabilities.

On the other hand, for students with less obvious disabilities, such as those who have borderline intellectual disability or specific learning difficulties (dyslexia, dyscalculia, etc.), two primary methods have been used for identifying them: the *discrepancy model* and the *response to intervention model*. The discrepancy model depends on the teacher noticing that the students' achievements are noticeably below what is expected, at which point the teacher may make the decision for the student to receive support from a special education specialist. Before doing so, the teacher must show documentation of low academic achievement. The response to intervention model advocates earlier intervention.

In the discrepancy model, a student receives special education services for a specific learning difficulty (SLD) if the student has at least normal intelligence and the student's academic achievement is below what is expected of a student with his or her IQ.

The alternative approach, response to intervention, identifies children who are having difficulties in school in their first or second year after starting school. They then receive additional assistance such as participating in a reading remediation program. The response of the children to this intervention then determines whether they are designated as having a learning disability. Those few who still have trouble may then receive designation and further assistance.

A special education program should be customized to address each student's needs. Special educators provide a continuum of services, in which students with various disabilities receive multiple degrees of support based on their individual needs. It is crucial for special education programs to be individualized so that they address the unique combination of needs in a given student.

Students with all forms of special needs are assessed to determine their specific strengths and weaknesses. The earlier these students with special needs are assessed, the faster they get the accommodations that they need, and the better it is for their education. Placement, resources, and goals are determined on the basis of the student's needs. Accommodations and modifications to the regular program may include changes in the curriculum, supplementary aids or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment as much as possible. Students may need this help to access subject matter, physically gain access to the school, or meet their emotional needs. For example, if the assessment determines that the student cannot write by hand because of a physical disability, then the school might provide a computer for typing assignments, or

allow the student to answer questions verbally instead. If the school determines that the student is severely distracted by the normal activities in a large, busy classroom, then the student might be placed in a smaller classroom such as a separate classroom or resource room.

Parents of students with a learning disability must be aware of what type of disability their child has, so they can get access to accommodations such as speech therapy, occupational therapy and adaptive physical education. For example, if a student takes an academic test and it indicates that the student struggles with reading comprehension, parents can request speech and language support or classroom accommodations, such as extra time to complete reading and writing tasks.

(From <http://special-education-degree.net>)

### **Post-reading stage**

#### ***5. Join the suitable parts.***

- |  |  |
|--|--|
| 1) Special education is the practice of educating students                                     | a) what type of disability their child has, so they can get access to accommodations such as speech therapy, occupational therapy and adaptive physical education. |
| 2) Special education is designed to help individuals with special needs achieve                | b) to determine their specific strengths and weaknesses.   |
| 3) Disabled students are likely to benefit from additional educational services such as        | c) the discrepancy model and the response to intervention model.   |
| 4) Two primary methods have been used for identifying students with less obvious disabilities: | d) in a way that accommodates their individual differences, disabilities, and special needs.   |
| 5) Special educators provide a continuum of services,  | e) different approaches to teaching, the use of technology, a specifically adapted teaching area, a resource room, or a separate classroom.                        |
| 6) Students with all forms of special needs are assessed                                       | f) a higher level of personal self-sufficiency and success in school and in their commLESSONy.   |

- 7) Parents of students with a learning disability must be aware of g) in which students with various disabilities receive multiple degrees of support based on their individual needs.

**6. Complete the sentences using the following words.**

**Curriculum   discrepancy   physical   program   mainstream  
accommodates   resource**

1. Special education is the practice of educating students in a way that ... their individual differences, disabilities, and special needs.
2. Additional educational services include different approaches to teaching, the use of technology, a specifically adapted teaching area, a ... room, or a separate classroom.
3. The opposite of special education is general education, also known as ... education.
4. Two primary methods have been used for identifying students with less obvious disabilities: the ... model and the response to intervention model.
5. A special education ... should be customized to address each student's needs.
6. Accommodations and modifications to the regular program may include changes in the ..., supplementary aids or equipment, and the provision of specialized physical adaptations.
7. If the assessment determines that the student cannot write by hand because of a ... disability, then the school might provide a computer for typing assignments.

**7. Fill in the missing preposition.**

1. Special education is the practice of educating students ... a way that accommodates their individual differences, disabilities, and special needs.
2. The interventions are designed to help individuals ... special needs achieve a higher level of personal self-sufficiency and success in school and in their community.
3. Disabled students are likely to benefit ... additional educational services such as different approaches to teaching, the use of technology etc.
4. Some children are easily identified as candidates ... special needs due to their medical history.
5. ... the other hand, for students with less obvious disabilities two primary methods have been used for identifying them: the discrepancy model and the response to intervention model.

6. In the discrepancy model, a student receives special education services for a specific learning difficulty if the student has ... least normal intelligence.

7. Accommodations and modifications ... the regular program may include changes in the curriculum, supplementary aids or equipment.

**8. Answer the following questions.**

1. What does special education aim at?
2. What does special education include?
3. Which are the additional services provided by educational settings?
4. What are the two methods, which have been used for students with less obvious disabilities?

5. Response to intervention model identifies children who are having difficulties in school in their first or second year after starting school, doesn't it?

6. When and should students with special needs be assessed? When?

7. Why do students with special needs require accommodations and modifications to the regular program?

**9. Using the answers summarize the main ideas of the text.**

**10. Decide which answer (A, B, C, D,) best fits the space.**

**The art of being a parent**

In order to (1) \_\_\_\_\_ children, many qualities are required. As well as the (2) \_\_\_\_\_ requirements such as love, patience and understanding, a sense of humour is an important feature of any parent's personality. (3) \_\_\_\_\_, it's quite an art to transform a child's bad mood into (4) \_\_\_\_\_ everyone in the family can live with.

Another aspect of child rearing is teaching children limits and rules. This means the child needs to be (5) \_\_\_\_\_ of what his or her rights are and what other people's are, too. Setting limits on children must occur on a daily basis. Temporary measures don't achieve anything but just waste time. A (6) \_\_\_\_\_ mistake, however, is being (7) \_\_\_\_\_ stricter than necessary. Parents must be (8) \_\_\_\_\_ to allow their children the opportunity to explore and learn (9) \_\_\_\_\_ experience.

What's more, most parents must know the importance of (10) \_\_\_\_\_ as it gets children used to certain everyday activities. For instance, eating at the same time (11) \_\_\_\_\_ their parents gets them into the habit of sitting at a table and (12) \_\_\_\_\_ them how to conduct themselves properly. Overall, child rearing is no easy task but it is certainly a challenge and a learning experience.

- 1 a) grow                      b) grow up                      c) born                      d) bring up

2 a) routine	b) popular	c) ordinary	d) usual
3 a) In fact	b) but	c) all in all	d) As well as
4 a) temper	b) character	c) behavior	d) manner
5 a) known	b) accustomed	c) familiar	d) aware
6 a) willing	b) famous	c) common	d) continuous
7 a) very	b) far	c) quite	d) fairly
8 a) keen	b) eager	c) interested	d) willing
9 a) by	b) on	c) from	d) with
10 a) custom	b) routine	c) fashion	d) trend
11 a) like	b) as	c) than	d) of
12 a) learns	b) educates	c) teaches	d) instructs

### Additional practice

***1. Skim the text to find out four approaches to providing special education services to students. Give main ideas, differences and similarities of these approaches.***

In most developed countries, schools use different approaches to providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students:

**Inclusion:** In this approach, students with special needs spend all, or most of the school day with students who do not have special needs. Due to the fact that inclusion can require substantial modification of the general curriculum, most schools use it only for selected students with mild to moderate special needs, which is accepted as a best practice. Specialized services may be provided inside or outside the regular classroom, depending on the type of service. Students may occasionally leave the regular classroom to attend smaller, more intensive instructional sessions in a separate classroom, resource room, or to receive other related services that might require specialized equipment or might be disruptive to the rest of the class, such as speech and language therapy, occupational therapy, physical therapy, rehabilitation counseling. They might also leave the regular classroom for services that require privacy, such as counseling sessions with a social worker.

**Mainstreaming** refers to the practice of educating students with special needs in classes with non-disabled students during specific time periods based on their skills. Students with special needs are segregated in separate classrooms exclusively for students with special needs for the rest of the school day. Segregation in a separate classroom or special school for students with special needs: In this model, students with special needs do not attend classes with non-disabled students. Segregated students may attend the same school where



regular classes are provided, but spend all instructional time exclusively in a separate classroom for students with various disabilities. If their special class is located in an ordinary school, they may be provided opportunities for social integration outside the classroom, such as by eating meals with non-disabled students. Alternatively, these students may attend a special school. It may also occur when a student is in hospital, housebound, or detained by the criminal justice system. These students may receive one-on-one instruction or group instruction.

“Co-teaching:” In this setting, disabled students are placed in a general education classroom to learn along with their disabled peers and non-disabled peers. A General Education teacher and a Special Education teacher work as partners in instruction. Types of co-teaching include “one teaching/one helping” in which one teacher instructs while the other circulates around the class to evaluate and offer help, “parallel teaching” in which both teachers teach the same content to two groups of students of equal size, “station teaching” in which both teachers present differing content to different groups of students simultaneously and students rotate through each station, “alternative teaching” in which one teacher works with a smaller group or individual students while the other works with the rest of the class, and “team teaching” in which both teachers plan and teach a lesson together.

***2. Using clichés from the Supplementary write an annotation of the text.***

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

### **Special needs schools and programs**

Special needs schools are different from regular schools in that they cater to students with education challenges. They are designed, staffed, and have the resources to provide the right support for children with unique needs.

These schools aim to level the playing field. They offer students targeted support to allow them to meet age-appropriate educational goals.

They do not have a “one-size-fits-all” approach to education. Instead, they offer customized programming to meet each student’s unique combination of needs. This includes not just learning, but also social and emotional needs.

Special needs schools and programs offer a wide range of approaches and services to meet this goal. For instance, they may offer: individualized education, small classes, specially trained teachers, resource rooms, learning aids, etc.

Special education programs may be delivered through a range of placements. Students may benefit from assessment and instruction that is personalized, precise, explicit, and intensive, as required. Special education

programs and/or services should be made available by the school board to help students access curriculum expectations.

(From <http://www.special-education-degree.net>)



### Use your English

*Summarize the material from the texts about special education, think and share your own ideas to prove the following.*

“What most people don’t know is that most Special Education teachers are really angels disguised as extraordinary humans.” – **Joe Martin**

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” – **Albert Einstein**

*Prepare a project about institutions of special education in your city, town, Republic.*

## РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

### Professional test

*1. What is the Most Important Work of a Teacher?*

- a) To take care of children
- b) To Evaluate the students
- c) To deliver the lecture in Class
- d) To organize teaching Work

*2. As a teacher if you receive a greeting card from you student on Teacher's day. What will you do?*

- a) Do Nothing
- b) Say Thanks to Them
- c) Ask them to not to waste money
- d) reciprocate good wishes to them

*3. Most important thing while writing on Whiteboard is \_\_\_\_\_ ?*

- a) Writing Clear Words
- b) Writing Small words
- c) Writing Big Words
- d) Good Writing

*4. You have a choice to choose one of the following professions. Which one you will choose for you?*

- a) Army
- b) Bank
- c) Teacher
- d) Bank

*5. Women teachers are good than male teachers at primary level because of \_\_\_\_\_ .*

- a) they are ready to work with low salary
- b) They do not get chances to be selected in other professions
- c) They are more patient with Children
- d) Higher Qualification is not needed in this profession

*6. It is good to teach in Mother language at primary level because \_\_\_\_\_ .*

- a) It is easy for students to understand
- b) It develops self-confidence in children
- c) It helps children in learning in natural atmosphere

d) It is helpful in intellectual development

7. *What is the main work of giving students Homework?*

- a) to keep them busy at home
- b) to develop habit of self study
- c) to check how intelligent they are
- d) to check how much they care about study

8. *How to teacher can motivate the students?*

- a) by giving them suitable prizes
- b) giving them examples
- c) delivering motivational speech in class
- d) giving proper guidance

9. *Why is Environmental education necessary for schools?*

- a) to provide a job to teacher
- b) it is important part of life
- c) we can't escape from environment
- d) to decrease environmental pollution

10. *A Good Teacher Should be \_\_\_\_\_ .*

- a) Honest
- b) dutiful
- c) punctual
- d) all of them

11. *If you fail to get a teacher job, what will you do next?*

- a) will choose another profession
- b) keep applying for teaching
- c) start giving tuition at home
- d) will remain at home until get a job

12. *While your lecture if a student asks an irrelevant question to the topic.*

*What will be your reaction?*

- a) Punish him considering it indisciplined act
- b) You will answer the question after the class
- c) You will allow him to ask irrelevant questions
- d) You will not allow him to ask such questions

13. *If a student of your class comes late in class, what you will do?*

- a) call his father
- b) punish him
- c) try to know the reason
- d) it's alright and no need to pay attention

*14. If the student fails in any subject, it can be understood that*

- 
- a) it's due to bad teaching
  - b) the text-books failure
  - c) It's an individual student's failure
  - d) the system failure

*15. What is the purpose of basic educational scheme?*

- a) to vocationalize the education
- b) to universalize primary education
- c) to make education compulsory to all children
- d) to fulfill basic need of persons through education

*16. What is the main success of a teacher?*

- a) his good teaching
- b) keeping good character
- c) high numbers of students in exam
- d) good traits of his personality

*17. You are a teacher and your student is not paying respect to you, what you will do?*

- a) ignore his attitude
- b) talk to his parents
- c) give him less marks in exam
- d) rebuke him

*18. What will you like to do if a fair is being organized in your school?*

- a) take part in function
- b) only visit the fair
- c) to take a shop to sell something
- d) arrange free water to visitors

*19. According to you what is the main trait of a student?*

- a) obedience
- b) speak truth
- c) co-operation in teacher

d) responsible

20. *A teacher has serious defect if he \_\_\_\_\_ .*

- a) is not mature mentally
- b) is physically handicapped
- c) has weak personality
- d) punishes students for nothing

### Grammar tests

#### Test 1

1. *I ... in love with Bill since 1984.*

- |        |              |
|--------|--------------|
| a) was | c) have been |
| b) am  | d) had been  |

2. *The last time I ... Dick was in 1985.*

- |              |             |
|--------------|-------------|
| a) saw       | c) see      |
| b) have seen | d) had seen |

3. *I ... a decision yet.*

- |                 |              |
|-----------------|--------------|
| a) haven't made | c) am making |
| b) made         | d) will make |

4. *I ... two pages so far.*

- |                |                 |
|----------------|-----------------|
| a) wrote       | c) have written |
| b) was writing | d) write        |

5. *I ... here all my life.*

- |               |               |
|---------------|---------------|
| a) had lived  | c) am living  |
| b) was living | d) have lived |

6. *I ... to the dentist the other day.*

- |              |              |
|--------------|--------------|
| a) have gone | c) have been |
| b) went      | d) was going |

7. *When I lived in London, I ... through the park every day.*

- |                |                      |
|----------------|----------------------|
| a) walked      | c) have walked       |
| b) was walking | d) have been walking |

8. *I ... my coffee at the time.*

- |               |                |
|---------------|----------------|
| a) have drunk | c) am drinking |
|---------------|----------------|

- b) was drinking                      d) would drink

9. *I listened politely for a while, then I excused myself, saying that I ... breakfast.*

- a) have already ate                      c) hadn't eaten  
b) ate    d) have no

10. *I ... bananas since I was a child.*

- a) have disliked                          c) disliked  
b) dislike                                      d) will dislike

11. *By the time the train finally ... in Santa Maria, I had come to several conclusions.*

- a) had arrived                              c) has arrived  
b) was arriving                              d) arrived

12. *The life of Dorothy and Patrick ... immeasurably since they both got new jobs.*

- a) had improved                          c) has improved  
b) improved                                  d) have improved

13. *Mark and Luis ... about their anthropology teacher's demanding reputation before they began the course.*

- a) have heard                              c) had heard  
b) heard                                        d) have listened

14. *I ... Dick since 1985.*

- a) hadn't seen                              c) haven't seen  
b) didn't see                                  d) never saw

15. *I ... in a hotel until I find a flat.*

- a) stay    c) stayed  
b) am staying                                  d) have stayed

16. *I ... that you are wrong.*

- a) am feeling                              c) felt  
b) feel    d) have felt

17. *Charles ... just like his father.*

- a) looks    c) was looking  
b) is looking                                  d) have looked

18. *I ... to talk to you now.*

- |               |                |
|---------------|----------------|
| a) wanted     | c) have wanted |
| b) am wanting | d) want        |

19. *People traditionally ... coloured eggs at Easter.*

- |                  |                   |
|------------------|-------------------|
| a) prepare       | c) have prepared  |
| b) are preparing | d) were preparing |

20. *Excuse me, but ... for someone?*

- |                    |                     |
|--------------------|---------------------|
| a) do you wait     | c) were you waiting |
| b) have you waited | d) are you waiting  |

21. *... anything special this weekend?*

- |                  |                 |
|------------------|-----------------|
| a) Are you doing | c) Did you      |
| b) Do you do     | d) Had you done |

22. *I must go to the doctor. My toothache ... worse.*

- |                |               |
|----------------|---------------|
| a) had got     | c) is getting |
| b) was getting | d) gets       |

23. *Bill and Sue are very close. They ... all their thoughts.*

- |                   |                |
|-------------------|----------------|
| a) share          | c) are sharing |
| b) haven't shared | d) don't share |

24. *Listen! Somebody is driving into the driveway. – I ... anything.*

- |                 |                     |
|-----------------|---------------------|
| a) don't listen | c) am not listening |
| b) don't hear   | d) am not hearing   |

25. *I ... you'll come to the party.*

- |          |              |
|----------|--------------|
| a) hoped | c) will hope |
| b) hope  | d) am hoping |

26. *Something ... good. Are you making pancakes?*

- |             |                |
|-------------|----------------|
| a) do smell | c) smelt       |
| b) smells   | d) is smelling |

27. *Look at the time. I think I ... the school bus.*

- |                 |               |
|-----------------|---------------|
| a) am listening | c) hear to    |
| b) hear         | d) am hearing |

28. *Dolphins and whales are mammals. They ... air.*



- a) are breathing                      c) breathe
- b) haven't breathed                d) are not breathing

29. *People ... on the right in Britain.*

- a) have driven                      c) had driven
- b) are driving                      d) drive

30. *Come on, or ... the plane!*

- a) we'll miss                      c) we're missing
- b) we've missed                    d) we miss

### Test 2

1. *It's only a short trip. I ... back in a week.*

- a) will                                  c) have been
- b) was                                 d) will be

2. *When I ... Jill yesterday she was cleaning her teeth.*

- a) phoned                            c) was phoned
- b) had phoned                      d) has phoned

3. *Nobody ..., so the little boy took the packet of sweet from the shelf and put it in his pocket.*

- a) watched                          c) was watching
- b) watches                          d) had watched

4 *Michael offered me another drink but I decided I ... enough.*

- a) drank                              c) am drinking
- b) had drunk                        d) have drunk

5. *By the time I got to the station, the train ... .*

- a) had left                            c) is leaving
- b) was leaving                      d) left

6. *By the time I saw her again, she ... Tom.*

- a) marries                            c) had already married
- b) married                            d) was marring

7. *I was walking in town the other day when I ... old Mr. Brown.*

- a) meet                                c) have met
- b) was meeting                      d) met

8. *We had such a wonderful time in Spain and Portugal that we decided to go back next year, which will cost money but ... worth it.*

- |          |            |
|----------|------------|
| a) won't | b) will be |
| c) would | d) shall   |

9. *When I entered the office, most people ... at their desks.*

- |                 |                |
|-----------------|----------------|
| a) worked       | c) have worked |
| b) were working | d) would work  |

10. *When we reduce the amount of TV violence, we ... to see a decline in violent crime.*

- |                |                   |
|----------------|-------------------|
| a) would begin | c) wouldn't begin |
| b) will begin  | d) won't          |

11. *This time last year she ... for her FCE exam.*

- |                  |                 |
|------------------|-----------------|
| a) prepared      | c) has prepared |
| b) was preparing | d) is preparing |

12. *When I ... my assignment in two years, I'll have earned \$ 5000 that I can apply to my college education.*

- |                  |                      |
|------------------|----------------------|
| a) will finish   | c) shall have finish |
| b) have finished | d) finish            |

13. *The population will continue to increase but natural resources ... .*

- |             |                      |
|-------------|----------------------|
| a) wouldn't | c) won't             |
| b) shan't   | d) will continue too |

14. *Phyllis ... it's unlikely that Wayne is gone for good, doesn't he?*

- |           |                  |
|-----------|------------------|
| a) thinks | c) doesn't think |
| b) think  | d) thought       |

15. *I ... a terrible time last Saturday.*

- |            |               |
|------------|---------------|
| a) had had | c) has had    |
| b) had     | d) would have |

16. *Andy was coming out of the restaurant when he ... Jenny.*

- |               |             |
|---------------|-------------|
| a) was seeing | c) saw      |
| b) sees       | d) had seen |

17. *John Blake ... in France when he was nineteen.*

- |                      |                 |
|----------------------|-----------------|
| a) was going working | c) went to work |
| b) had worked        | d) went         |

18. *Last night someone ... a van in Baker Street.*

- |                 |               |
|-----------------|---------------|
| a) was stealing | c) stole      |
| b) has stolen   | d) had stolen |

19. *I'd like to buy this sort of coffee. It ... delicious.*

- |              |               |
|--------------|---------------|
| a) tastes    | b) is tasting |
| c) has taste | d) tasted     |

20. *My most embarrassing experience ... when I had just left the university.*

- |                 |                  |
|-----------------|------------------|
| a) had happened | c) was happening |
| b) happened     | d) has happened  |

21. *At one time, Mr. Roberts ... this building.*

- |          |               |
|----------|---------------|
| a) owned | c) was owning |
| b) owns  | d) has owned  |

22. *John ... smoking.*

- |              |              |
|--------------|--------------|
| a) has hated | c) hates     |
| b) had hated | d) is hating |

23. *Thomas Edison ... work on the railway when he was twelve.*

- |                 |                |
|-----------------|----------------|
| a) started      | c) has started |
| b) was starting | d) had started |

24. *We had a great time on Sunday. It ... a lovely day.*

- |             |                    |
|-------------|--------------------|
| a) has been | c) was             |
| b) would be | d) would have been |

25. *Last year we ... the States.*

- |                 |                  |
|-----------------|------------------|
| a) visited      | c) had visited   |
| b) have visited | d) used visiting |

26. *Harry! I'm really upset! Sometimes I think you ... .*

- |                     |                  |
|---------------------|------------------|
| a) don't love me    | c) love me not   |
| b) aren't loving me | d) not love much |

27. *Martin Luther King ... for Black people's rights.*

- |               |                     |
|---------------|---------------------|
| a) worked     | c) was working      |
| b) has worked | d) would be working |

28. *Picasso ... pictures.*

- |                 |                |
|-----------------|----------------|
| a) was painting | c) painted     |
| b) had painted  | d) has painted |

29. *What's that music you are ... ?*

- |              |                 |
|--------------|-----------------|
| a) hearing   | c) listening to |
| b) listening | d) listen       |

30. *My classmates ... much right now.*

- |           |                   |
|-----------|-------------------|
| a) talk   | c) don't talk     |
| b) talked | d) aren't talking |

### Test 3

1. *Do you see the man over there? I'm sure he ... to steal something.*

- |                |               |
|----------------|---------------|
| a) is planning | c) planned    |
| b) plans       | d) would plan |

2. *At three o'clock this morning, Eleanor ... .*

- |                 |                      |
|-----------------|----------------------|
| a) studied      | c) had studied       |
| b) was studying | d) has been studying |

3. *Hello, Mike. What ... in this part of Oxford?*

- |                  |                  |
|------------------|------------------|
| a) do you do     | c) have you done |
| b) are you doing | d) had you done  |

4. *Gene ... dinner when his friend called.*

- |              |                     |
|--------------|---------------------|
| a) has eaten | c) was eating       |
| b) ate       | d) would have eaten |

5. *Ronald and Jean ... along a quiet country road in southern England when they saw a bright silver object in the sky.*

- |                 |                |
|-----------------|----------------|
| a) were driving | c) had driven  |
| b) drove        | d) have driven |

6. *Simon met his wife while she ... at his hospital.*

- |          |                |
|----------|----------------|
| a) work  | c) has worked  |
| b) works | d) was working |

7. *John ... in the same house since 1962 and is going to live there.*

- |              |               |
|--------------|---------------|
| a) has lived | c) was living |
| b) lived     | d) is living  |

8. *We ... our reports yet.*

- |                    |          |
|--------------------|----------|
| a) had written     | c) wrote |
| b) haven't written | d) write |

9. *Mr. Johnson ... in the same place for thirty years and he is not planning to retire yet.*

- |               |               |
|---------------|---------------|
| a) worked     | c) works      |
| b) has worked | d) is working |

10. *After John ... his clothes, he began to study.*

- |               |                |
|---------------|----------------|
| a) had washed | c) was washing |
| b) washed     | d) washes      |

11. *George ... this movie three times.*

- |              |             |
|--------------|-------------|
| a) sees      | b) has seen |
| c) is seeing | d) saw      |

12. *I ... in Moscow before I moved to St. Petersburg.*

- |          |                    |
|----------|--------------------|
| a) lived | c) had lived       |
| b) live  | d) has been living |

13. *I ... two tickets for "The Marriage of Figaro".*

- |                |                     |
|----------------|---------------------|
| a) yet bought  | c) just buy         |
| b) bought just | d) have just bought |

14. *... "Gone with the Wind" before?*

- |                  |                  |
|------------------|------------------|
| a) Did you see   | c) Have you seen |
| b) Would you see | d) Has you seen  |

15. *... a car when they were living in Cheltenham?*

- |                  |                     |
|------------------|---------------------|
| a) Have they     | c) Were they having |
| b) Did they have | d) Have they had    |

16. *Mrs. Grant was nervous because she ... before.*

- |                 |                  |
|-----------------|------------------|
| a) hasn't flown | c) hadn't flown  |
| b) didn't fly   | d) wasn't flying |

17. *Alex ... here for six months.*

- |                     |                     |
|---------------------|---------------------|
| a) has been working | c) had been working |
| b) works            | d) had worked       |

18. – ... to England? – No, never, but I went to France a few years ago.

- a) Have you ever been      c) Had you been
- b) Did you go                d) Are you going

19. – ... Janet recently? – Yes, I met her a few years ago.

- a) Have you met                c) Do you meet
- b) Did you meet                d) Didn't you meet

20. John ... to work yesterday. He wasn't feeling well.

- a) didn't go                      c) wasn't going
- b) hasn't gone                  d) hadn't gone

21. Peter usually phones me on Sundays but he ... last Sunday.

- a) doesn't phone                c) not phoned
- b) was not phoning            d) didn't phone

22. Mr. Smith ... for me when I arrived.

- a) waited                        c) was waiting
- b) has waited                  d) waits

23. Let's go to the pub. I ... hungry.

- a) get                                c) got
- b) have got                        d) am getting

24. We can't go out now. It ... hard.

- a) rains                            c) rained
- b) is raining                      d) was raining

25. – ... this week? – No, she is on holiday.

- a) Is Sylvia working            c) Does Sylvia work
- b) Sylvia worked                d) Had Sylvia worked

26. Kate ... concerts once or twice a week.

- a) is giving usually            c) usually gives
- b) is usually giving            d) gives usually

27. Sorry, I don't know the word horizon. What ... ?

- a) does mean this word      c) means this word
- b) does this word mean      d) is the word meaning

28. *Peggy ... the glass when she was having lunch.*

- |                 |               |
|-----------------|---------------|
| a) broke        | c) has broken |
| b) was breaking | d) breaks     |

29. *At 9 o'clock tomorrow\_\_the sink.*

- |                   |                |
|-------------------|----------------|
| a) I'll be fixing | c) I fix       |
| b) I'll fixing    | d) I am fixing |

30. – *Why did you buy all this sugar and cocoa? – I ... a delicious dessert for supper tonight.*

- |                     |                   |
|---------------------|-------------------|
| a) make             | c) will have made |
| b) am going to make | d) was making     |

#### Test 4

1. *... Einstein speak English when he went to live in the USA?*

- |          |           |
|----------|-----------|
| a) Could | c) Should |
| b) Must  | d) Ought  |

2. *Mary ... swim when she was three.*

- |           |             |
|-----------|-------------|
| a) should | c) ought to |
| b) may    | d) could    |

3. *... you help me with the washing up, please?*

- |          |           |
|----------|-----------|
| a) Could | c) Should |
| b) Might | d) Must   |

4. *She ... swim really well when she was just eighteen months old.*

- |           |                |
|-----------|----------------|
| a) must   | c) was able to |
| b) had to | d) should      |

5. *When I was at school we ... do homework every night.*

- |           |          |
|-----------|----------|
| a) should | c) must  |
| b) had to | d) ought |

6. *You ... be joking. No one buys two Rolls Royces.*

- |            |                |
|------------|----------------|
| a) have to | c) should      |
| b) must    | d) are able to |

7. *You ... feel relaxed after your holiday.*

- |            |                |
|------------|----------------|
| a) have to | c) must        |
| b) ought   | d) are allowed |

8. *They ... be tired. They've been travelling all night.*

- |          |              |
|----------|--------------|
| a) must  | c) shouldn't |
| b) can't | d) had to    |

9. *She ... be Scottish with a surname like McKenzie.*

- |                  |               |
|------------------|---------------|
| a) ought         | c) must       |
| b) is allowed to | d) is able to |

10. *A driver ... to take the test in English.*

- |            |                 |
|------------|-----------------|
| a) hasn't  | c) doesn't have |
| b) needn't | d) mustn't      |

11. *Jack has several books about birds and a pair of powerful binoculars. He ... be a serious bird watcher.*

- |           |                 |
|-----------|-----------------|
| a) was to | c) ought        |
| b) must   | d) will be able |

12. *If I don't study for the next test, I ... fail it.*

- |             |                 |
|-------------|-----------------|
| a) ought to | c) might        |
| b) should   | d) will have to |

13. *It ... be Jack. He drives a Fiat and this guy is driving a Jaguar.*

- |           |             |
|-----------|-------------|
| a) can't  | c) ought to |
| b) should | d) might    |

14. *I think we will have to accept the notion that we ... have total freedom in everything.*

- |               |          |
|---------------|----------|
| a) need       | c) ought |
| b) needn't to | d) can't |

### Test 5

1. *He ... to go to the dentist because he has toothache.*

- |          |           |
|----------|-----------|
| a) ought | c) should |
| b) must  | d) have   |

2. *Our English lessons at school were very boring. We ... long exercises and learn a lot of grammar rules by heart.*

- |                  |                 |
|------------------|-----------------|
| a) must to write | c) had to write |
| b) must write    | d) to write     |



3. *It was a very difficult text. I ... look up a lot of words in the dictionary.*

- |            |            |
|------------|------------|
| a) must    | c) had to  |
| b) have to | d) must to |

4. *If we ... study, we could go out.*

- |                   |                |
|-------------------|----------------|
| a) didn't have to | c) could       |
| b) had to study   | d) didn't have |

5. *... ride your bicycle, please, Jane?*

- |             |                 |
|-------------|-----------------|
| a) Must I   | c) May I        |
| b) Should I | d) Do I have to |

6. *... use your telephone, please, Mr. Taylor?*

- |             |                 |
|-------------|-----------------|
| a) May I    | c) Do I have to |
| b) Should I | d) Must I       |

7. *You ... come if you don't want to.*

- |                 |                   |
|-----------------|-------------------|
| a) had to       | c) didn't have to |
| b) were able to | d) needn't        |

8. *If we go to town, ... do some shopping.*

- |                    |            |
|--------------------|------------|
| a) I'll be able to | c) I can   |
| b) I must          | d) I ought |

9. *In Britain you ... drive a car when you're seventeen.*

- |                |                   |
|----------------|-------------------|
| a) must        | c) ought to       |
| b) are able to | d) are allowed to |

10. *We've got two hours left. We ... leave yet.*

- |             |            |
|-------------|------------|
| a) ought to | c) needn't |
| b) should   | d) are to  |

11. *I'm not working tomorrow, so I ... get up early.*

- |                  |                |
|------------------|----------------|
| a) don't have to | c) haven't got |
| b) have not to   | d) am to       |

12. *Susan left before the end of the film. She ... go home early.*

- |           |          |
|-----------|----------|
| a) had to | c) might |
| b) must   | d) could |

13. *You've been working all day. You ... be tired.*

- |             |         |
|-------------|---------|
| a) ought to | c) can  |
| b) should   | d) must |

14. – *My school is near the railway station. – Oh, it ... be noisy.*

- |           |          |
|-----------|----------|
| a) should | c) can   |
| b) must   | d) is to |

15. – *What shall we do tonight? – It's a nice day. We ... go for a walk.*

- |          |            |
|----------|------------|
| a) could | c) have to |
| b) must  | d) needn't |

### Test 6

1. ... *am I speaking to?*

- |         |          |
|---------|----------|
| a) Who  | c) Whose |
| b) What | d) –     |

2. *Who ... ?*

- |                     |                 |
|---------------------|-----------------|
| a) did you send for | c) sent you for |
| b) sent for         | d) you sent     |

3. *Who ... into the house last week?*

- |           |               |
|-----------|---------------|
| a) breaks | c) does break |
| b) broke  | d) did break  |

4. *Who ... ?*

- |                          |                           |
|--------------------------|---------------------------|
| a) wrote this article    | c) the article wrote      |
| b) did the article write | d) does the article write |

5. *Who was the gentleman ... today?*

- |                   |                 |
|-------------------|-----------------|
| a) whom you spoke | c) you spoke to |
| b) spoke to you   | d) you spoke    |

6. ... *long to write this book?*

- |                 |                    |
|-----------------|--------------------|
| a) Did you take | c) Took it         |
| b) How much     | d) Did it take you |

7. *Who was the person ... ?*

- |                 |                  |
|-----------------|------------------|
| a) you sent     | c) whom you sent |
| b) you sent for | d) send for      |

8. *Whose jokes ... ?*

- a) he keeps laugh at                      c) did he keep laughing at  
b) did he keep to laugh at                d) does he keep laughing

9. ... *snow on Tuesday?*

- a) Was it                                      c) Did it  
b) Did    d) It

10. *What job ... ?*

- a) you applied for                      c) were you applied  
b) did you apply for                    d) did you applied for

11. *What magazine ... when I met you?*

- a) did you look at                      c) were you looking through  
b) you looked through                d) were you looked through

12. *What ... for?*

- a) people go there                      c) do people go to Brighton  
b) shall I do there                      d) Brighton shall I go

13. *How long ... to university by bus?*

- a) it takes to go                          c) does it take to go  
b) to go does it take                    d) does taking

14. ... *are you looking after while their parents are out?*

- a) Whose                                      c) Who  
b) Which                                      d) Why

15. *What ... ?*

- a) were you afraid of                    c) were afraid you  
b) of were you afraid                    d) of you were afraid

16. *What ... ?*

- a) did she want you                    c) for did she want  
b) did she want you for                d) she did for you

17. *What ... ?*

- a) were you looking for                c) you were looking  
b) for were you looking                d) looked you

18. *Who ... ?*

- a) at you laughs                          c) did you laugh

- b) laughed at you                      d) you laughed

19. *Who\_\_?*

- a) did you speak                      c) did you speak to  
b) you spoke                              d) to did you speak

### Test 7

1. *I'm here to help you, ... I?*

- a) aren't                                  c) don't  
b) am not                                  d) amn't

2. *I'm so stupid, ... I?*

- a) amn't                                  c) am not  
b) won't                                  d) aren't

3. *We haven't had a nice summer for ages, ... we?*

- a) hadn't we                              c) had  
b) have                                      d) didn't

4. *Let's have some fresh air, ... we?*

- a) let    c) let not  
b) shan't                                      d) shall

5. *Open the door, ... you?*

- a) will    e) don't  
b) won't    d) shall

6. *You'd met Max before, ... you?*

- a) had    c) didn't  
b) hadn't    d) wouldn't

7. *You wouldn't like it, ... you?*

- a) wouldn't                                  c) shouldn't  
b) should    d) would

8. *She's got beautiful eyes, ... she?*

- a) doesn't                                  c) does  
b) hasn't    d) isn't

9. *There aren't as many good shows as there used to be,*

- a) are they                                  c) didn't there

b) are there                      d) is it

*10. Brandon had to have the car's engine completely replaced, ... he?*

a) hadn't                      c) didn't  
b) had                      d) did

*11. Crime and violence aren't just American problems any more, ... ?*

a) don't they                      c) will they  
b) are there                      d) are they

*12. We've heard a lot about the violence on TV although we could say the same thing about movies, ... we?*

a) could                      c) didn't  
b) have                      d) couldn't

*13. Without your help Bill would never have been able to get there on time, ... he?*

a) won't                      c) wouldn't  
b) would                      d) will

*14. Meet Max, ... you?*

a) shall                      c) shan't  
b) do                      d) will

*15. You can't play football today, ... ?*

a) you can                      c) you can't  
b) can you                      d) can't you

*16. The children had a good time, ... ?*

a) did they                      c) didn't they  
b) they did                      d) they didn't

*17. Carl will always remember this birthday, ... ?*

a) won't they                      c) he won't  
b) will he                      d) won't he

*18. Nobody likes to be cheated, ... they?*

a) doesn't                      c) is  
b) do                      d) isn't

*19. He should stay in bed, ... ?*

- a) he should                      c) he shouldn't  
b) shouldn't he                  d) should he

20. *There aren't any pencils left, ... ?*

- a) aren't there                  c) aren't they  
b) are there                      d) there are

21. *Gary signed the petition, ... ?*

- a) did he                          c) he did  
b) he didn't                      d) didn't he

22. *You're going to school tomorrow, ... ?*

- a) you're not                  c) are you  
b) aren't you                    d) you are

23. *The children had fun, ... ?*

- a) didn't they                  c) they did  
b) hadn't they                  d) they hadn't

24. *We mustn't climb the mountain, ... we?*

- a) can                              c) mustn't  
b) can't                            d) must

25. *Everyone has to answer for his actions, ... ?*

- a) hasn't he                      c) does  
b) has he                          d) doesn't he

### Test 8

1. *Penny asked if I ... her letter.*

- a) will post                      c) had posted  
b) am posting                  d) was posting

2. *She asked me when I ... to work.*

- a) had to go                      c) have gone  
b) will go                          d) will have to go.

3. *She said it was a stupid idea and it ... .*

- a) doesn't work                  c) wouldn't work  
b) will have work                d) works

4. *She told me she ... to America.*

- a) never was                      c) will never be
- b) had never been                d) would never be

5. *He said that he ... to Oxford University in the 60s.*

- a) had been                      c) has been
- b) will be                        d) was gone

6. *She said she ... help me because she had too much to do.*

- a) can't                        c) is to
- b) will be able                d) couldn't

7. *I thought the film ... interesting and decided to go to the cinema.*

- a) had been                      c) would be
- b) is                              d) will

8. *She said she ... to Paris soon.*

- a) was going                    c) goes
- b) went                         d) will go

9. *He said that he ... to the theater the day before.*

- a) had gone                      c) would go
- b) has gone                      d) was going

10. *They told me that she ... there in half an hour.*

- a) was                            c) would be
- b) will                            d) had been

11. *The director explained that classes ... the week before.*

- a) had started                    c) have started
- b) start                         d) would start

12. *He said that he ... her for several years.*

- a) knows                        c) had known
- b) will know                    d) would know

13. *I thought that he ... her that he intended to go to France.*

- a) tells                          c) will tell
- b) was telling                    d) would tell

14. *The old man told me he ... in the country all his life.*

- a) has lived                      c) is living

a) will want                      c) was wanting  
b) has wanted                    d) wanted

a) wants                      c) would want  
b) wanted                  d) had want

a) has had                      c) had had  
b) would have                d) was having

a) had accepted                      c) is accepting  
b) has accepted                      d) will accept

a) will                      c) has seen  
b) would                  d) \_\_\_\_

a) it will rain in the afternoon      c) it rains in the afternoon  
b) it would rain in the afternoon      d) it will be raining in the afternoon

a) has never been to Disneyland      c) was never in Disneyland  
b) had never been to Disneyland      d) was never been to Disneyland

a) never rode                      c) had never ridden  
b) has never ridden              d) would never ridden

a) will be able                      c) has been able  
b) would be able                    d) is able

a) have seen                      c) had seen



*1. Audio and video tapes ... in the resource centre.*

2. *She ... very well there.*

- ### 3. Bicycles ... in the city instead of public transport.

4. *Linda ... by the police.*

5. *The prize ... by Jack.*

6. Then the packets ... into boxes of twenty four.

7. As I arrived at the conference a note ... to me by one of the delegates.

8. *I suppose the letter. ... tomorrow.*

9. The telegram ... when they received the letter.

10. *Your food ...*

- a) is still being prepared      c) has still been prepared

- b) is being prepare                      d) will prepare yet

*11. Goods ... at custom-houses.*

- a) examined                      c) examine  
b) are examining                d) are examined

*12. The event ... before they arrived home.*

- a) reported                      c) was being reported  
b) had been reported          d) has been reported

*13. Nothing ... of David.*

- a) heard                          c) will hear  
b) has ever heard                d) was ever heard

*14. Their engagement ... in the local paper.*

- a) was announced              c) has been announcing  
b) is being announced          d) had announced

*15. Your drinks ... in a moment.*

- a) will be brought              c) brought  
b) will bring                      d) would bring

*16. The words "To be or not to be" ... Hamlet.*

- a) spoke                          c) were spoken by  
b) were speaking                d) are spoken by

*17. The house ... the storm.*

- a) destroys                      c) was destroyed by  
b) is to destroy                d) destroyed

*18. The railway line ... under tons of rock and earth.*

- a) was buried                      c) has buried  
b) buried                          d) had buried

*19. When ... ?*

- a) has the letter posted                      c) was the letter posted  
b) has the letter been posted                d) did the letter post

*20. I ... a letter by an unknown person yesterday.*

- a) gave                              c) was given  
b) have been given                d) have given

21. *Several problems ... the committee.*

- |                       |                       |
|-----------------------|-----------------------|
| a) were considered by | c) considered were by |
| b) considered by      | d) considers          |

22. *After the volcanic eruption of 1957 the railway station ...*

- |                         |                             |
|-------------------------|-----------------------------|
| a) destroyed completely | b) was completely destroyed |
| c) has been destroyed   | d) has destroyed            |

23. *The new equipment ... the company.*

- |               |                        |
|---------------|------------------------|
| a) ordered    | c) ordered was         |
| b) ordered by | d) has been ordered by |

### Test 10

1. *Both motorways ... last year.*

- |                     |                |
|---------------------|----------------|
| a) were opened      | c) opened      |
| b) have been opened | d) have opened |

2. *The bomb ... five miles away.*

- |              |              |
|--------------|--------------|
| a) was heard | c) hears     |
| b) heard     | d) has heard |

3. *The World Cup at football ... in 1982.*

- |                    |                 |
|--------------------|-----------------|
| a) as won by Italy | c) has been won |
| b) won Italy       | d) won          |

4. *Robert Gibbs, the great plane robber ... the police yesterday.*

- |                    |                 |
|--------------------|-----------------|
| a) was arrested by | c) has arrested |
| b) arrested        | d) arrested by  |

5. *It ... to us how the accident had happened.*

- |                  |                   |
|------------------|-------------------|
| a) is explaining | c) was explaining |
| b) was explained | d) had explained  |

6. *The Guinness Book of Records ... in the 50's.*

- |                             |                         |
|-----------------------------|-------------------------|
| a) first published          | c) was first published  |
| b) has first been published | d) were first published |

7. *The job ... to Peggy.*

- |                |                |
|----------------|----------------|
| a) offered     | c) offers      |
| b) was offered | d) is offering |

8. *I couldn't answer the questions I ... at the interview last month.*

- |                    |                    |
|--------------------|--------------------|
| a) have asked      | c) was asked       |
| b) have been asked | d) was being asked |

9. *My suitcase ... from the hotel room.*

- |               |                     |
|---------------|---------------------|
| a) stole      | c) was stolen       |
| b) has stolen | d) was being stolen |

10. *We ... by the barking dog last night.*

- |                 |                   |
|-----------------|-------------------|
| a) woke up      | c) were woken up  |
| b) are woken up | d) were waking up |

11. *There's someone behind us. I think ... .*

- |                          |                           |
|--------------------------|---------------------------|
| a) we are following      | c) we are followed        |
| b) we are being followed | d) we are being following |

12. *– When ... ? – In 1950.*

- |                  |                       |
|------------------|-----------------------|
| a) are you born  | c) have you been born |
| b) were you born | d) did you born       |

13. *One thousand people ... by the company.*

- |                 |                  |
|-----------------|------------------|
| a) employ       | c) employed      |
| b) are employed | d) are employing |

14. *Last night I ... by the police as I was driving home.*

- |                      |                 |
|----------------------|-----------------|
| a) stopped           | c) was stopped  |
| b) have been stopped | d) have stopped |

15. *The next meeting ... on May 10th.*

- |              |                 |
|--------------|-----------------|
| a) will hold | c) will be held |
| b) holds     | d) held         |

16. *Action must ... at once.*

- |             |               |
|-------------|---------------|
| a) take     | c) have taken |
| b) be taken | d) took       |

17. *Last week it ... not to have an office party after all.*

- |                |                  |
|----------------|------------------|
| a) was decided | c) was to decide |
| b) decided     | d) has decided   |

18. *The door must ... open.*

- |            |                |
|------------|----------------|
| a) is left | c) be to leave |
| b) leave   | d) be left     |

19. *I'm afraid nothing could ... about it.*

- |            |              |
|------------|--------------|
| a) do      | c) be doing  |
| b) be done | d) have done |

20. *The rule must ... to everyone.*

- |               |               |
|---------------|---------------|
| a) have known | c) know       |
| b) be known   | d) be knowing |

21. *Meals cannot ... after 11.00-p.m.*

- |              |                |
|--------------|----------------|
| a) be served | c) served      |
| b) serve     | d) have served |

22. *A difficult time can ... .*

- |                |                |
|----------------|----------------|
| a) expect      | c) expected    |
| b) is expected | d) be expected |

23. *The figures ... in Times yesterday.*

- |                    |                     |
|--------------------|---------------------|
| a) had referred to | c) will referred    |
| b) referred to     | d) were referred to |

24. *The agreement can ... .*

- |                   |              |
|-------------------|--------------|
| a) be agreed upon | e) be agreed |
| b) agree          | d) agree     |

25. *Brian shouldn't ... .*

- |                 |                  |
|-----------------|------------------|
| a) e laughed at | c) be laughed    |
| b) laugh at     | d) to be laughed |

26. *We hope that an agreement ... .*

- |                |                       |
|----------------|-----------------------|
| a) was arrived | c) will be arrived at |
| b) arrived     | d) will arrive        |

27. *Your key must ... before 11.30 a.m.*

- |                 |                  |
|-----------------|------------------|
| a) return       | c) be returned   |
| b) be returning | d) have returned |

28. *Computers can ... in many fields.*

- |            |              |
|------------|--------------|
| a) use     | c) have used |
| b) be used | d) is used   |

29. *These terms must ... at once.*

- |               |                     |
|---------------|---------------------|
| a) nsist upon | c) be insisted      |
| b) insisted   | d) be insisted upon |

### Test 11

1. *Nylon ... since 1938 and today it ... in many things.*

- a) has been produced; is being found
- b) has produced; is found
- c) has been produced; is found
- d) has been produced; has been found

2. *Wait for a while . He ... now.*

- |                         |                         |
|-------------------------|-------------------------|
| a) is being interviewed | c) has been interviewed |
| b) is interviewed       | d) will be interviewed  |

3. *She ... about the results of the research as soon as it ... .*

- a) will have been informed; is finished
- b) will be informed; will be finished
- c) will be informed; is finished
- d) will have been informed; will have been finished

4. *The Houses of Parliament ... between 1849 and 1857.*

- |                     |                   |
|---------------------|-------------------|
| a) were being built | c) were built     |
| b) was built        | d) had been built |

5. *Acid rain ... by burning coal or oil*

- |                    |                     |
|--------------------|---------------------|
| a) is caused       | c) have been caused |
| b) is being caused | d) has caused       |

6. *Boss says I ... a pay-rise.*

- |                  |                 |
|------------------|-----------------|
| a) was giving    | c) will given   |
| b) will be given | d) was be given |

7. *Two million books ... to America every year.*

- |                   |                    |
|-------------------|--------------------|
| a) are being sent | c) were being sent |
| b) will send      | d) are sent        |

8. *The students of our Institute ... every opportunity to master the language.*

- |                    |                   |
|--------------------|-------------------|
| a) give            | c) had been given |
| b) was being given | d) are given      |

9. *The room ... for a month.*

- |                    |                          |
|--------------------|--------------------------|
| a) hasn't lived in | c) has not been lived in |
| b) is not lived in | d) is not being lived in |

10. *By the time she comes, the problem ... .*

- |                         |                             |
|-------------------------|-----------------------------|
| a) will have discussed  | c) will have been discussed |
| b) will being discussed | d) will be discussed        |

11. *By the time Mr. Brown returned, the old fireplace ... .*

- |                       |                       |
|-----------------------|-----------------------|
| a) had been taken out | c) was taken out      |
| b) had taken out      | d) has been taken out |

12. *The cats ... when Mary entered the room.*

- |             |                   |
|-------------|-------------------|
| a) were fed | c) had fed        |
| b) fed      | d) were being fed |

13. *The new night club ... by the council last week.*

- |                    |               |
|--------------------|---------------|
| a) was closed      | c) closed     |
| b) had been closed | d) had closed |

14. *I'm going home now because all the work ... .*

- |                  |             |
|------------------|-------------|
| a) is doing      | c) does     |
| b) has been done | d) has done |

15. *Jim's house is very modern. It ... only 2 years ago.*

- |                   |                    |
|-------------------|--------------------|
| a) had been built | c) was being built |
| b) built          | d) was built       |

16. *This piece of music ... yet. I have just composed it.*

- |                         |                          |
|-------------------------|--------------------------|
| a) hasn't been recorded | c) hasn't recorded       |
| b) wasn't recorded      | d) wasn't being recorded |

17. *This tree is very old. It ... in the 19-th century.*

- |                     |                      |
|---------------------|----------------------|
| a) had been planted | c) was planted       |
| b) planted          | d) was being planted |

18. *The house ... at this time yesterday.*

- a) was painting                      c) was being painted  
b) had been painted                d) was painted

19. *A valuable painting ... from the Art Gallery last night.*

- a) was stolen                      c) stole  
b) had been stolen                d) had stole

20. *By the time I arrived, all the tickets ... .*

- a) had been sold                    c) had sold  
b) were sold                        d) sold

### Test 12

1. *If we ... afford it, we'll buy a new car.*

- a) can                                c) will  
b) could                            d) will be able

2. *If the bus ... come soon, I'll be late.*

- a) doesn't                      b) won't                      c) will                      d) wasn't

3. *If I ... the answer, I'd tell you.*

- a) know                            c) knew  
b) would know                d) had known

4. *I'd make an omelette if there ... some eggs.*

- a) are                      b) had been                      c) will be                      d) were

5. *If I ... cleverer, I'd be a doctor.*

- a) were                      b) will be                      c) would be                      d) am

6. *If I ... some spare time, I'd learn Russian.*

- a) had                            c) would have  
b) have                            d) have had

7. *If you won the football match, what ... you do?*

- a) did                      b) would                      c) do                      d) will

8. *If we had a big house, ... invite friends.*

- a) we'll                            c) we'll be able to  
b) we'd be able to                d) we can



9. ... what you say provided the police are not informed.

- a) I'll do                      c) I am to do  
b) I would do                d) I did

10. *In those days if you ... a job, you were lucky.*

- a) have had                      c) had  
b) would have                d) had had

11. *If you ... driving like that, you'll have an accident.*

- a) kept      b) keep      c) will keep      d) had kept

12. What ... if you found some buried treasure?

- a) did you do                      c) had you done  
b) did you                          d) would you do

13. *She wants to be a doctor ... .*

- a) when she will leave school  
b) when she leaves school  
c) when she is leaving school  
d) when she left school

14. What'll happen when the train ... ?

- a) stop                      b) will stop                      c) stops                      d) stopped

15. *If you ... to Paris you'll see the Eiffel Tower.*

- a) go                      c) went  
b) will be going        d) would go

16. *If anyone ... you this news don't believe it.*

- a) tell      b) will tell      c) tells      d) had tell

17. You can get to most places in London very quickly if you ... the Underground.

- a) will take      b) take      c) to take      d) taken

18. We'll be late if the bus ... .

- a) doesn't arrive      c) hasn't arrived  
b) won't arrive      d) don't arrive

19. *If it ... sunny tomorrow, I'll go out.*

- a) is                  b) will                  c) will be                  d) is going

20. *If it ... cold, I'll wear my heavy jacket*

- a) will be                      b) shall be                      c) were                      d) is

21. *I ... buy the dress if I could afford it.*

- a) will                      c) should  
b) would                      d) am able to

22. *How ... you feel if you were in my position?*

- a) would                      b) do                      c) did                      d) can

23. *... you change your job if you were in my position?*

- a) Can                      b) Would                      c) Must                      d) Did

24. *If I ... tired, I'll go to bed early tonight.*

- a) were                      b) am                      c) will be                      d) shall be

25. *... you work harder if you were better paid?*

- a) Will                      b) Would                      c) Did                      d) Can

26. *If I were you I ... be there.*

- a) will                      b) was to                      c) would                      d) shall

27. *If you ... help you, you only have to ask me.*

- a) want me to                      c) want that  
b) want I should                      d) are wanting me to

28. *I ... do that if I were you.*

- a) won't                      b) wouldn't                      c) shan't                      d) don't

29. *If ... you, I'd be a fashion designer.*

- a) I've been                      b) I'am                      c) I'll be                      d) I were

30. *If we ... out of money, we'll get a job.*

- a) will run                      c) run  
b) would run                      d) ran

### Test 13

1. *My father didn't mind ... my bike.*

- a) mending                      b) mend                      c) to mend                      d) to mending

2. *I stopped ... for the bank twenty years ago.*

- a) to work                      b) to working                      c) working                      d) work

3. *My jeans need ... .*

- a) wash                      b) washing                      c) to wash                      d) washed

4. *I wasn't allowed ... out unless my parents knew where I was going.*

- a) going                      b) to go                      c) go                      d) to going

5. *We enjoy ... shopping.*

- a) to going                      b) to go                      c) go                      d) going

6. *Don't forget ... me up before you leave.*

- a) wake                      b) waking                      c) to wake                      d) to waking

7. *You're not allowed ... here.*

- a) parking                      b) to park                      c) park                      d) to parking

8. *I don't mind ... after the baby for you.*

- a) looking                      b) look                      c) to look                      d) to looking

9. *I hate ... for exams.*

- a) to be preparing                      c) prepare  
b) preparing                      d) to have prepared

10. *They went on ... though it was late.*

- a) to work                      c) working  
b) to have worked                      d) to working

11. *The car wants ... .*

- a) cleaning                      b) to clean                      c) cleaned                      d) clean

12. *Did you manage ... the book you were looking for?*

- a) find                      b) to find                      c) finding                      d) to finding

13. *I was made ... .*

- a) to leave                      b) leaving                      c) leave                      d) to leaving

14. *Taking the job will mean ... to Detroit*

- a) to move                      b) move                      c) moving                      d) to moving

15. *Jack always stopped ... the oil level in the engine.*

- a) to have checked      b) checking      e) to checking      d) to check

16. *We watched all the cars ... the finishing line.*

- a) cross      b) to cross      c) to crossing      d) crossed

17. *If you don't make him ... his homework, I will!*

- a) to do      b) do      c) doing      d) to doing

18. *Mum won't let me ... to the beach today.*

- a) go      b) going      c) to go      d) to going

19. *Jill felt something ... her on the shoulder.*

- a) to touch      b) touches      c) to touching      d) touch

20. *I heard her ... in New York.*

- a) to sing      b) singing      c) sings      d) to singing

21. *He made her son ... down his music.*

- a) to turn      b) turn      c) turning      d) turned

22. *My parents let me ... what I wanted when I was young.*

- a) to do      b) doing      c) do      d) to doing

23. *Everybody expected her ... Pete.*

- a) marry      c) to marry  
b) marrying      d) to marrying

24. *Jennie had never heard him ... before.*

- a) to complain      c) to complaining  
b) complained      d) complain

25. *I want him ... to the party.*

- a) invite      c) inviting  
b) be invited      d) to be invited

26. *You can't expect anyone ... it at once.*

- a) to do      c) having done  
b) doing      d) to doing

27. *Once I heard him ... one of his relatives.*

- |               |               |
|---------------|---------------|
| a) to mention | c) mentioning |
| b) mention    | d) mentioned  |

**Test 14**

1. *She persuaded him ... a doctor.*

- |        |           |             |           |
|--------|-----------|-------------|-----------|
| a) saw | b) seeing | c) had seen | d) to see |
|--------|-----------|-------------|-----------|

2. *Will you let me ... to the party?*

- |       |          |          |             |
|-------|----------|----------|-------------|
| a) go | b) going | c) to go | d) to going |
|-------|----------|----------|-------------|

3. *That's the way I meant it ... .*

- |          |          |       |             |
|----------|----------|-------|-------------|
| a) to be | b) being | c) be | d) to being |
|----------|----------|-------|-------------|

4. *He decided ... his first trip.*

- |                |             |         |            |
|----------------|-------------|---------|------------|
| a) to planning | b) planning | c) plan | d) to plan |
|----------------|-------------|---------|------------|

5. *She agreed ... her boyfriend.*

- |             |          |                  |             |
|-------------|----------|------------------|-------------|
| a) marrying | b) marry | c) to be married | d) to marry |
|-------------|----------|------------------|-------------|

6. *They suggested ... back to Mike's house.*

- |          |       |             |          |
|----------|-------|-------------|----------|
| a) to go | b) go | c) to going | d) going |
|----------|-------|-------------|----------|

7. *She enjoys ... in a local rock band.*

- |            |            |         |               |
|------------|------------|---------|---------------|
| a) singing | b) to sing | c) sing | d) to singing |
|------------|------------|---------|---------------|

8. *He planned ... school when he was sixteen.*

- |             |            |          |         |
|-------------|------------|----------|---------|
| a) to leave | b) leaving | c) leave | d) left |
|-------------|------------|----------|---------|

9. *I don't remember ... to walk.*

- |                |               |          |             |
|----------------|---------------|----------|-------------|
| a) to learning | b) to be lean | c) learn | d) learning |
|----------------|---------------|----------|-------------|

10. *The baby has stopped ... up during the night now.*

- |            |           |         |         |
|------------|-----------|---------|---------|
| a) to wake | b) waking | c) wake | d) woke |
|------------|-----------|---------|---------|

11. *Can you remember ... up the car with petrol? It's nearly empty.*

- |         |            |           |             |
|---------|------------|-----------|-------------|
| a) fill | b) to fill | c) filled | d) and fill |
|---------|------------|-----------|-------------|

12. *I don't mind ... in a queue.*

- |                |                |             |          |
|----------------|----------------|-------------|----------|
| a) to be stood | b) to standing | c) standing | d) stand |
|----------------|----------------|-------------|----------|

13. *It was the first time I had ever heard her ... .*



27. *Melinda is a trouble maker. She enjoys ... trouble.*

- a) makes                  b) make                  c) to make                  d) making

28. *I'd like ...*

- a) that you help me                      c) you help me  
b) you helping me                        d) you to help me

29. *He is fond of ... speeches in public.*

- a) make                      b) makes                      c) making                      d) doing

30. *Angela ordered the dog ...*

- a) sit      b) sat      c) to sit      d) sitting

31. *The robbers made the cyclist ... them.*

- a) help                      b) to help                      c) helping                      d) to be helping

32. *They asked the witness ... them about it.*

- a) to tell      b) telling      c) tell      d) to telling

33. *We forgot ... the letter. Sorry, you asked to do it.*

- a) posting      b) to post      c) to posting      d) to be posting

34. *We ... to school, but now we get the bus.*

- a) used to walk                      c) walked to use  
b) is used to walk                    d) is used to walking

35. *I ... all day alone but I have to.*

- a) used to spend                      c) am not used to spend  
b) am not used to spending        d) use to spend

# Test 15

1. ... *Smiths have a son and a daughter.*

- a) a —      b) The      c) A      d) This

2. *I know how to use ... computer.*

- a) a                      b) these                      c) —                      d) an

3. *She was the first woman to cross ... Atlantic in a canoe.*

- a) a                      b) —                      c) that                      d) the

4. *Go down ... Kingston Street and turn right into Mill Road.*

- a) the            b) a            c) these        d) —

5. *I don't like milk in ... coffee.*

- a) —            b) the            c) a            d) these

6. *At the end of ... busy day, sleep is the best tonic.*

- a) the            b) a            c) these        d) —

7. *We 'll go for a walk if ... sun comes out.*

- a) a            b) —            c) the            d) this

8. *Could you give me ... information I asked for in my letter?*

- a) the            b) a            c) an            d) this

9. *... war is a terrible thing.*

- a) The            b) —            c) A            d) These

10. *I spent ... very interesting holiday in England.*

- a) the            b) these        c) a            d) —

11. *... Grants are the couple with whom we are negotiating.*

- a) —            b) The            c) This            d) Some

12. *In the end there was ... war between two countries.*

- a) any            b) the            c) —            d) a

13. *... two missing explorers have been found safe and sound.*

- a) —            b) The            c) That            d) Some

14. *... President is the largest cruise ship in the world.*

- a) Some        b) The            c) a            d) —

15. *This is going to be fog and ... cold weather all next week.*

- a) a            b) —            c) the            d) any

16. *... number of reporters were at the conference yesterday.*

- a) The            b) This            c) A            d) —

17. *... number of applicants have already been interviewed.*



- a) The      b) This      c) —      d) A

18. *Please give me a cup of coffee with ... cream.*

- a) a      b) the      c) —      d) any

19. *Stella liked her job in London and she is hoping to find ... same sort of job in Newcastle.*

- a) the      b) this      c) —      d) a

20. *Lake Erie is one of the five Great Lakes in ... North America.*

- a) —      b) the      c) a      d) this

### Test 16

1. *The President began his speech ... explaining his point of view on the situation in the area.*

- a) in      b) by      c) with

2. *Rachel seemed upset ... hearing the news.*

- a) after      b) before      c) by

3. *Melany left the company after her unsuccessful interview ... being confused.*

- a) by      b) without      c) with

4. *In many countries of the Middle East husbands prevent their wives ... taking a job outside their homes.*

- a) against      b) of      c) from

5. *Furious with his employees ... turning up late each morning, the director decided to have a serious talk with them.*

- a) at      b) for      c) on

6. *Nothing is gained ... delaying.*

- a) without      b) in      c) by

7. *The Foreign Minister was accused ... interfering in the political affairs of another state.*

- a) of      b) for      c) with

8. *Mary wouldn't dream ... going to Spain.*

- a) of      b) about      c) on

9. *We were warned ... signing any contract with the company without a lawyer.*

- a) about      b) against      c) from

10. *... discussing the future contract a lot of factors are to be taken into consideration.*

- a) in              b) by              c) at

### Test 17

1. *Does ... have change for a pound?*

- a) nybody                      c) someone  
b) anything                      d) somebody

2. *I looked for my newspaper, but I couldn't find it ... .*

- a) nowhere                      c) anywhere  
b) somewhere                      d) anything

3. *... would be silly to go out now.*

- a) There      b) It              c) Its              d) —

4. *... was a trouble at the club last night.*

- a) It              b) There      c) This      d) Here

5. *How far is ... from London to Bristol?*

- a) there      b) this      c) it              d) here

6. *There was an accident in Oxford Street but ... wasn't very serious.*

- a) it              b) there      c) here      d) —

7. *... must be a lot of noise here.*

- a) It              b) This      c) There      d) Its

8. *Last winter it was very cold and ... was a lot of snow.*

- a) it              b) there      c) that      d) this

9. *After the lecture ... will be a discussion.*

- a) it              b) this      c) that      d) there

10 *I like the place but ... would be better to live in the centre.*

- a) there      b) it              c) here      d) its

11. ... is dangerous to walk in the road.

- a) There      b) Here      c) It      d) Those

12. ... is no need to advertise the house in the newspaper.

- a) There      b) It      c) This      d) That

13. That building is now a circus; ... used to be a cinema.

- a) there      b) it      c) here      d) its

14. ... is the school which I used to go to.

- a) There      b) This      c) Where      d) Which

15. ... is nothing to do here.

- a) It      b) Here      c) This      d) There

16. ... is only one of her books which I have not read.

- a) There      b) Its      c) These      d) Those

17. ... is a blue Ford.

- a) Their      b) Its      c) My      d) Theirs

18. I've got some records ... .

- a) of hers      b) hers      c) my      d) mine

19. The house lost ... roof in the storm.

- a) his      b) its      c) it's      d) theirs

20. Help ... to sandwiches, please.

- a) yourselves      b) you      c) me      d) your

21. We decorated this room ... .

- a) ourself      b) yourself      c) ourselves      d) yourselves

22. What I want out of life is a challenging job and a fulfilling relationship with ... .

- a) everything      b) someone      c) nobody      d) anybody

### Test 18

1. On certain Friday nights after a long hard workweek, Mary likes ... better than to spend a quiet evening at home.

a) somewhat      b) somewhere      c) nothing      d) anything

2. *Boys hurt ... when they fell.*

a) themselves      b) ourself      c) ourselves      d) themselves

3. *We've found ... a nice place here.*

a) ourself      b) ourselves      c) themselves      d) ours

4. *I haven't given ... permission to borrow my calculator.*

a) anyone      b) somebody      c) everybody      d) no one

5. *Intuition is defined as a way of knowing ... more or less immediately without having to go through a conscious process of figuring out the answer.*

a) nothing      b) somewhere      c) anywhere      d) something

6. *This kettle switches ... off.*

a) himself      b) him      c) —      d) itself

7. *I don't know if everyone would be interested in this programme, but I do think that just about ... could benefit from it.*

a) somebody      b) anyone      c) somewhere      d) everywhere

8. *All of\_\_have brown eyes.*

a) they      b) their      c) them      d) ours

9. *I like working by ... .*

a) himself      b) myself      c) me      d) him

10. *Neither ... had a shoulder bag.*

a) them      b) of them      c) of we      d) out of them

11. *Neither ... likes rock music.*

a) of they      b) girls      c) of us      d) out of us

12. *That isn't my key. ... is here.*

a) My      b) Me      c) Mine      d) None of me

13. *Laura is a friend ... .*

a) of our      b) of mine      c) of me      d) of her

14. *I've got some sets ... .*

- a) of she    b) of them    c) of hers    d) of themselves

15. *When Jill decided to sell her car she phoned round her friends, but ... them could afford to buy it.*

- a) none of    b) no    c) each of    d) most of

16. *Your daughter will soon be as tall as ... .*

- a) my    b) her    c) mine    d) them

17. *There aren't ... easy ways of learning a foreign language.*

- a) some    b) no    c) any    d) the

18. *There aren't ... conveniences in the house.*

- a) some    b) no    c) any    d) much

### Test 19

1. *This dessert is ... the one you made last night.*

- a) sweeter than    b) sweetest    c) sweet as    d) more sweeter than

2. *That was ... question in the exam.*

- a) the least    b) the less    c) little difficult    d) the least difficult

3. *This was the ... test I've ever done.*

- a) easiest    b) easy    c) easier    d) most easiest

4. *That was the ... movie I've ever seen.*

- a) worst    b) bad    c) worse    d) worser

5. *Those shoes cost ... mine.*

- a) much an    b) as much as    c) more as    d) as more as

6. *You live even ... from the centre than I do.*

- a) further    b) far    c) furthest    d) more far

7. *I like Justin less than John, but I like Terry ... of all.*

- a) lessb) lesser    c) little    d) least

8. *The people who arrived ... got the best seats.*

- a) more earlier    b) most early    c) earliest    d) much early

9. *Company A made \$ 1 million profit this year. Company B made \$ 2 million. Company A isn't doing ... company B.*

- a) better as                      b) as well as                      c) as better as                      d) the best of

10. *I read two novels last month. "Red silk" has an exciting plot and funny characters. "West Street" has a boring plot and dull characters. "West Street" is ... interesting than "Red Silk".*

- a) much more                      b) much less                      c) better                      d) fewer

11. *... different they become. Sometimes people don't even know they are twins.*

- a) The bigger they get, the less                      c) They get bigger and less  
b) The bigger they get, the more                      d) Less and less

12. *Susanne took ... to finish than John.*

- a) long                      b) as long                      c) the longest                      d) longer

13. *The smaller a garden is ... it is to look after.*

- a) the easier                      b) more easy                      c) easier                      d) more difficult

14. *Tom is ... friendly to me as he was once.*

- a) more                      b) as                      c) less                      d) least

15. *I can't hit the ball ... Bill does.*

- a) as forcefully as                      c) more forcefully as  
b) the most forcefully                      d) much more as

16. *My left arm is ... than my right one.*

- a) stronger                      c) more strong  
b) more stronger                      d) strongest

17. *Mr. Jones isn't as nice ... Mr. Smith.*

- a) as                      b) for                      c) like                      d) to

18. *I could pay ... , because I liked it.*

- a) as much twice                      c) twice as much  
b) much twice                      d) times two

19. *They are ... my other neighbours.*

- a) more friendlier than                      c) friendlier as  
b) friendly than                      d) more friendly than

20. ... *the worse I feel.*

- |                              |                             |
|------------------------------|-----------------------------|
| a) When I take more medicine | c) The more I take medicine |
| b) The more medicine I take  | d) More medicine taken      |

21. *His car runs ... a race car.*

- |                 |                |
|-----------------|----------------|
| a) as fast as   | c) faster as   |
| b) that fast as | d) faster like |

22. ... , *the earlier you will arrive.*

- |                     |                         |
|---------------------|-------------------------|
| a) Leave the sooner | c) You left sooner      |
| b) Left sooner      | d) The sooner you leave |

23. *Bob is ... Richard.*

- |                       |                     |
|-----------------------|---------------------|
| a) as athletic like   | c) less athletic as |
| b) more athletic than | d) not as athletic  |

## ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

### Методические рекомендации по организации и выполнению самостоятельной работы

Самостоятельная работа студентов предназначена для углубления сформированных знаний, умений, навыков и проводится с целью:

- закрепления, углубления, расширения и систематизации знаний, самостоятельного овладения новым учебным материалом;
- углубления и расширения теоретических знаний;
- формирования умений использовать справочную документацию и специальную литературу;
- развития познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;
- формирования самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;
- мотивирование регулярной целенаправленной работы по освоению специальности.

#### ***Виды заданий для внеаудиторной самостоятельной работы:***

- составление глоссария (работа со словарями и справочниками);
- конспектирование текста; составление опорного конспекта; тезисы;
- тестирование;
- подготовка рефератов, докладов; проектов.

***Перечень средств диагностики результатов учебной деятельности.*** Оценка и диагностика достижений студентов выполняется поэтапно, включает текущий контроль в письменной (выполнение разноуровневых заданий, написание эссе, резюме) и устной (выступление на практических занятиях, коллоквиумы) формах, промежуточный контроль в форме тестирования и опроса на практических занятиях, а также другие формы контроля по конкретным модулям учебной дисциплины.

Контроль результатов учебной деятельности проводится в форме зачета и экзамена.

### Примерное содержание итогового экзамена

#### ***Письменная часть:***

1. Лексико-грамматический тест.
2. Чтение и перевод профессионально ориентированного текста с иностранного языка на родной со словарем (объем текста – 1500 печатных знаков, время на подготовку – 45 минут).



**Устная часть:**

1. Реферирование адаптированного текста по широкому профилю специальности (объем текста – 900 печатных знаков, время на подготовку – 10–12 минут).

2. Монологическое высказывание и беседа с преподавателем по ситуации одной из устных тем курса (время на подготовку – 5 минут).

**Экзаменационные материалы (образец)****Examination lexical grammar test****Итоговый лексико-грамматический тест**

*Ex. 1. Complete the list of definitions by matching a word on the left with the proper explanation on the right.*

- |                |   |
|----------------|---|
| 1. Psychology  | a) the art or science of teaching.  |
| 2. Child abuse | b) the aggregate of the responses, reactions, or movements made by an organism in any situation.  |
| 3. Pedagogy    | c) desire to do; interest or drive.   |
| 4. Behaviour   | d) physical, sexual, or emotional ill-treatment or neglect of a child, esp. by those responsible for its welfare.                                 |
| 5. Motivation  | e) the scientific study of all forms of human and animal behaviour, sometimes concerned with the methods through which behaviour can be modified. |

*Ex. 2. Complete each sentence with a word from the list*

***child abuse   preschool education   pedagogy   psychology   teacher***

1. My son's ... is always very kind and patient.
2. In schools, speech therapy, ..., social pedagogy services are available to Belarusian children.
3. In addition ... programs are widely offered for children between the age of 2 and half years and five.
4. Modern... of development offers a lot of aids for children's upbringing.
5. However, the presumption does not exist in cases of family violence and ...

*Ex. 3. Choose the best answer*

1. Excuse me, but ... for someone?

a) do you wait

b) are you waiting

c) have you waited

2. Something ... good. Are you making pancakes?  
a) *is smelling*                      b) *smelt*                      c) *smells*
3. Look at the time. I think I ... the school bus.  
a) *am listening*                      b) *hear to*                      c) *hear*
4. They ... their suitcases when the taxi arrived.  
a) *have packed*                      b) *were packing*                      c) *packed*
5. He lets them ... their own essay topics.  
a) *choosing*                      b) *choose*                      c) *to choose*
6. Nobody can expect you ... overtime.  
a) *working*                      b) *work*                      c) *to work*
7. He was said ... a man who could always defeat any opposition.  
a) *to be*                      b) *being*                      c) *be*
8. If you ... your homework, you won't be allowed to go out.  
a) *won't do*                      b) *didn't do*                      c) *don't do*
9. If she lived in the country, she ... a dog.  
a) *will have*                      b) *has had*                      d) *would have*
10. If I had told her the whole story, she ... me.  
a) *will not believe*    b) *would not have believed*    c) *have not believed*

### **Text for written translation**

A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves more than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hide the fact that they have finished. Teachers would do much better to assign alternate activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

### **Text for annotation 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 curriculum.

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## SUPPLEMENTARY

### SUPPLEMENTARY I

#### Independent reading

##### History of education

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 BCE, became the successor to Athens as the intellectual cradle of Ancient Greece. There, the great Library of Alexandria was built in the 3rd century BCE.

European civilizations suffered a collapse of literacy and organization following the fall of Rome in CE 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.

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 Bologna is considered the first, and the oldest continually operating university.

Elsewhere during the Middle Ages, Islamic science and mathematics flourished under the Islamic caliphate which was established across the Middle East, extending from the Iberian Peninsula in the west to the Indus in the east and to the Almoravid Dynasty and Mali Empire in the south.

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. In most countries today, full-time education, whether at school or otherwise, is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

(From [https://en.wikipedia.org/wiki/History\\_of\\_Education](https://en.wikipedia.org/wiki/History_of_Education))

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about history of education.***

1. How was education organized in pre-literate societies?
2. Who were the most prominent educators of ancient time?
3. What were the main ideas of Aztecs system of education?
4. Which developments of the Renaissance mostly influenced the history of education?

5. What was the contribution of China to the process of education evolution?

### **Instruction**

1. Instruction is the facilitation of other's learning. Teachers in primary and secondary institutions are often called teachers, and they direct the education of children and might draw on many subjects like reading, writing, mathematics, science and history. Teachers in post-secondary institutions might be called teachers, 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 children 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 children evaluations of teachers (SETS), but these evaluations have been criticized for being counterproductive to learning and inaccurate due to children bias.

2. 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**

3. 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 innovative technologies already tried and tested by rich countries. 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.

4. 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 children 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.

5. 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

6. 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.

7. Finnish schools have even begun to move away from the regular subject-focused curricula, introducing instead developments like phenomenon-based learning, where children study concepts like climate change instead. There are also active educational interventions to implement programs and paths specific to non-traditional children, such as first generation children.

8. 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.

(From <https://en.wiktionary.org/wiki/education>)

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about instruction.***

1. What are the main tasks of teachers in primary and secondary institutions? How can their qualification be evaluated?

2. Why according to some scientists should poor countries grow faster than rich countries?

3. How does the changing of the world influence the knowledge obtained by people?

4. What is necessary to keep knowledge up-to-date?

5. How do Finnish schools solve the problem of obsolete knowledge?

### **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 is 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. 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 socioemotional growth stages. They learn to trust others outside of their families (teachers, caregivers). They learn to gain independence and self-control. In addition, they learn to take initiative and assert themselves in socially acceptable ways.

*Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about Erikson's developmental theory.*

1. What are the psychological stages developed by Eric Ericson?
2. What is the essence of the third stage?
3. At what stage does the identity concern reach the peak in the development?
4. How have Erik Erikson's ideas contributed to the developmental theory in psychology?
5. What stages do children deal with during the early childhood years?

### **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 children's 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.

#### **2. Patience**

Along with an undying passion for teaching, great preschool educators need plenty of patience. Every class has children 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 behavioural 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 children. 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 children. 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 children and their career. When you are determined to stand up for your beliefs on behalf of your educational values or your children's needs, you will gain respect from your colleagues, parents and children. Moreover, excellent educators are dedicated to the love of learning and inspire their children 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 children.

(From <https://www.britanica.com>)

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about the main characteristics of a teacher.***

1. What are the five characteristics of a preschool teacher?
2. Why do teachers of young children need patience?
3. How can teachers use their creativity in the classroom?
4. How will teachers gain respect from their colleagues, parents and children?
5. What is your idea of a good teacher? Place the five characteristic mentioned in the text in your order of importance.

### **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 into 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. 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. 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 a universal recipe suitable for all cases.

(From <https://en.wiktionary.org/wiki/education>)

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about teaching process.***

1. How can the principles of teaching be divided?
2. What principles do general methods of teaching include?
3. What are the didactic principles of teaching?
4. How is the principle of systematics realized at three levels of learning?
5. What should the principles of education and upbringing take into account?

### **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.

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 children, 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.” 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 behaviour 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 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 world.

(From [en.wikipedia.org/wiki/Maria\\_Montessori](https://en.wikipedia.org/wiki/Maria_Montessori))

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about Montessori education.***

1. What was Montessori's idea of "scientific pedagogy"?
2. What was Montessori's method based on?
3. What was the role of an educator in Montessori's method of providing a child's liberty?
4. How was Montessori's classroom equipped?
5. What observations did Montessori make?

### **Outstanding pedagogues**

Johann Heinrich Pestalozzi was a Swiss pedagogue and educational reformer who exemplified Romanticism in his approach.

He founded several educational institutions both in German- and French-speaking regions of Switzerland and wrote many works explaining his revolutionary modern principles of education. His motto was "Learning by head, hand and heart." Thanks to Pestalozzi, illiteracy in 18th-century Switzerland was overcome almost completely by 1830.

Pestalozzi was a Romantic who felt that education must be broken down to its elements in order to have a complete understanding of it. Based on what he learned by operating schools at Neuhof, Stans, Burgdorf and Yverdon, he emphasized that every aspect of the child's life contributed to the formation of their personality, character, and capacity to reason. Pestalozzi's educational methods were child-centred and based on individual differences, sense perception, and the student's self-activity. Pestalozzi worked in Yverdon to "elementarize" the teaching of ancient languages, principally Latin, but also Hebrew and Greek. In 1819, Stephan Ludwig Roth came to study with Pestalozzi, and his new humanism contributed to the development of the method of language teaching, including considerations such as the function of the mother tongue in the teaching of ancient languages. Pestalozzi and Niederer



were important influences on the theory of physical education; they developed a regimen of physical exercise and outdoor activity linked to general, moral, and intellectual education that reflected Pestalozzi's ideal of harmony and human autonomy.

Pestalozzi's philosophy of education was based on a four-sphere concept of life and the premise that human nature was essentially good. The first three "exterior" spheres – home and family, vocational and individual self-determination, and state and nation – recognized the family, the utility of individuality, and the applicability of the parent-child relationship to society as a whole in the development of a child's character, attitude toward learning, and sense of duty. The last "exterior" sphere – inner sense – posited that education, having provided a means of satisfying one's basic needs, results in inner peace and a keen belief in God.

As Pestalozzi said himself, the real work of his life did not lie in Burgdorf or in Yverdon. It lay in the principles of education, which he practised, in the development of his observation, in the training of the whole person, and in the sympathetic way of dealing with students, principles and practices which he illustrated in his six months' labours at Stans. He had the deepest effect on all branches of education, and his influence is far from being exhausted.

(From <https://en.wiktionary.org/wiki/education>)

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about outstanding pedagogues.***

1. How do you understand Pestalozzi's motto "Learning by head, hand and heart?"
2. What was Pestalozzi's idea about education?
3. What were Pestalozzi's educational methods based on?
4. What was Pestalozzi's contribution to the development of physical education?
5. What were the four spheres of Pestalozzi's philosophy of education?

### **John Amos Comenius**

John Amos Comenius was Czech educational reformer and religious leader, remembered mainly for his innovations in methods of teaching, especially languages. He favoured the learning of Latin to facilitate the study of European culture and the introduction of educational reform

The reform of the educational system would require two things. First, a revolution in methods of teaching was necessary so that learning might become rapid, pleasant, and thorough. Teachers ought to "follow in the footsteps of nature", meaning that they ought to pay attention to the mind of the child and to

the way the children learned. Comenius made this the theme of *The Great Didactic* and of *The School of Infancy* – a book for mothers on the early years of childhood. Second, to make European culture accessible to all children, it was necessary that they learn Latin. However, Comenius was certain that there was a better way of teaching Latin than by the inefficient and pedantic methods then in use; he advocated “nature’s way,” that is, learning about things and not about grammar. To this end, he wrote *Janua Linguarum Reserata*, a textbook that described useful facts about the world in both Latin and Czech, side by side; thus, the pupils could compare the two languages and identify words with things. Translated into German, the *Janua* soon became famous throughout Europe and was subsequently translated into a number of European and Asian languages. Comenius wrote that he was “encouraged beyond expectation” by the book’s reception.

In the course of his stay in Sweden, he tried to lay a philosophical foundation for a science of pedagogy. In *The Analytical Didactic* forming part of his *Newest Method of Languages* he reinterpreted the principle of nature that he had described in *The Great Didactic* as a principle of logic. He put forward certain self-evident principles from which he derived a number of maxims, some of them full of common sense and others rather platitudinous. His chief attention was directed to his system of pansophy (Пансофия – философско-религиозное движение, направленное на достижение универсальных знаний, обобщение всех добытых цивилизацией знаний и донесение этого обобщенного знания через школу на родном языке до всех людей независимо от общественной, расовой, религиозной принадлежности). Ever since his children days he had been seeking a basic principle by which all knowledge could be harmonized. He believed that men could be trained to see the underlying harmony of the universe and thus to overcome its apparent disharmony. He wrote that:

*Pansophy propounded to itself so to expand and lay open to the eyes of all the wholeness of things that everything might be pleasurable in itself and necessary for the expanding of the appetite.*

The “expanding of the appetite” for pansophic understanding became his great aim, spelled out in *A General Consultation Concerning the Improvement of Human Affairs*.

During his lifetime, the fame of Comenius rested chiefly on his two popular textbooks, the *Janua* and the *Orbis Sensualium Pictus*. He himself would have set more stores by his influence as a social reformer, which reached its peak during his visit to England. Men all over Europe had looked to Comenius as a leader; his vision had impressed both those who were seeking a more dynamic form of religion and those who looked to science as an avenue of reform. His pansophism, on the other hand, was not influential either during his

lifetime or afterward. His dream of universal harmony was too vague and too grandiose for the mental outlook of the 17th century, which was already shifting in a utilitarian and materialistic direction; it has had even less appeal in modern times.

In the 19th century, Comenius' reputation was revived by the increasing attention given to the study of pedagogy, especially in Germany. At the present day, he remains of interest as a prototype of the international citizen. His patriotic feelings for Bohemia did not prevent him from feeling himself a European and from believing profoundly in the unity of mankind.

(From <https://en.wiktionary.org/wiki/education>)

***Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about John Amos Comenius.***

1. What should a teacher pay attention to in his/her methods of teaching?
2. What way of teaching Latin did Comenius advocate?
3. Why do you think Comenius' *Janua Linguarum Reserata* was popular among teachers of foreign languages?
4. What did Comenius focus on in his seeking a basic principle of harmonization?
5. Why are the ideas of John Amos Comenius still popular in our days?

### **Attention deficit hyperactivity disorder**

Attention Deficit Hyperactivity Disorder (ADHD) was recognized in ancient times, and may first have been described not by a neurologist or psychiatrist, but by a playwright – Moliere depicted a disorganized and inattentive “scatterbrain” (etourdi) on the stage in 1653. Melchior Adam Weikart in 1775 and Sir Alexander Crichton in 1798 provided the first clinical observations of attention deficit, and Heinrich Hoffmann associated this with motor restlessness in the 1840s. Sir Charles Still in 1902 added the concepts of impulsivity and low frustration tolerance, and noted the marked male predominance that is still seen, although many of his patients had other behaviour and neurological problems and may have been examples of the minimal brain damage or dysfunction that has often been conflated with ADHD. One of the first institutions for exceptional children, Bradley Hospital in Rhode Island, was the site of trials of stimulants for ADHD, which has led both to improvement of the educational and social situations of those with ADHD and concern about the escalating rate of diagnosis and drug treatment.

ADHD currently affects about 3.5 per cent of the population, with a male preponderance of 6:1. Contributing factors include genetics, prenatal toxic exposure, single-parent upbringing, a chaotic home environment and insufficient

social support. The diagnosis in children is based on at least 6 months of inattentive, hyperactive or impulsive behavior in several different settings. The childhood syndrome is generally responsive to medical and psychoeducational treatment, but it is now clear that the disorder does not remit but continues into adulthood with often different manifestations.

### **Emotional and Behavioural Disorders**

The study and treatment of emotional and behavioral disorders in children is a relatively new discipline. The psychiatric nosologies and taxonomies of the 19th century were focused on adults, and the disorders of children were generally the purview of pediatricians. The first school for children with psychiatric problems was founded near Jena in 1892, and the first text on child psychiatry was published in France in 1899. The first child psychiatry journal (*Zeitschrift für Kinderpsychiatrie*) was established in 1934. The first child guidance clinic, the Juvenile Psychopathic Institute, was founded in Chicago by Jane Addams in 1909, and Leo Kanner, later of autism fame, established the first academic Child Psychiatry department at Johns Hopkins in 1930. The separate treatment of childhood mental disorders in Britain began at the Maudsley Hospital in 1923. A specialty organization, the American Academy of Child Psychiatry, now Adolescent also, was founded in 1953 and board certification was started in 1959.

Children with these psychiatric conditions are only 1 or 2 per cent of the special education population. They manifest external (misconduct and defiance) or internal (anxiety and depression) symptoms, and may have both. Temperament, family history of psychiatric disorder and neurologic disorders or deficits are biological contributing factors. Adaptive or maladaptive parenting strategies, school situations and peer group influences are predominant environmental factors.

*Pick out an idea or a phrase in every paragraph, which you think is most informative. Summarize the ideas and the answers to the following questions to write a précis about attention deficit hyperactivity disorder.*

1. What is the origin of the notion ADHD?
2. What are the main features of ADHD, outlined by Sir Charles Still?
3. What are contributing factors involving in the diagnosis of ADHD?
4. How did the diagnosis emotional and behavioural disorders in children developed?
5. What symptoms does this diagnosis have?
6. What are contributing factors of emotional and behavioural disorders?

### How to Write Annotation

**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 еще 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 подчеркиваются, 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 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:

– клише, начинающие аннотацию и вводящие главную тему, например:

*The text deals with...*

*The text is on...*

*The chapter discusses an important problem of...*

– клише, оформляющие ключевую мысль произведения, например:

*The author emphasizes the idea of...*

*The main idea of the text is...*

*The author believes... He points out that...*

– клише, подчеркивающие суть заключения, выводов, к которым приходит автор, например:

*The author comes to the conclusion that...*

*On reading the article, we realize the fact that...*

*In conclusion, the article reads...*

## 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 subpopulations 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 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 children’s 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 children 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 21<sup>st</sup> century, many countries treat education as a positional good. In this competitive approach, people want their own children to get a better education than other children. This approach can lead to unfair treatment of some children, 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 children in one school are from low-income families and that nearly all the children in the neighboring schools come from more affluent families, even though concentrating low-income children in one school results in worse educational achievement for the entire school system.

### **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 curriculum.



**SUPPLEMENTARY III****Topics for discussion****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. 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.

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 children 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 children 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 children of lower grades to study in depth certain topics and questions of the subject of study.

Usually, when the methods and means of teaching children 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?

### **Preschool establishment types of education**

The important objective of the overall educational system is to provide preschool education 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?

### **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.

1. What is special education?
2. Who is special education aimed at?
3. What children belong to the group with maladaptive behaviour?
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 children as it affects learning and behaviour, their ability to take part in the creative process, the way in which children and teachers behave towards each other and affect each other, and the application of psychology to the art of teaching. Educational psychology provides teachers with methods to measure and test children's intelligence and their ability to learn.

School psychologists deal largely with psychological testing and children 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. 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.

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**

Many young people consider teaching as a career. It's not surprising – teachers play a very important role in our lives. They serve humanity doing the most vital job of all. The successful solution of the complex tasks of upbringing depends to a great extent on the teacher, his professional skill and cultural background. 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.

Every job has its pros and cons. The profession of a teacher is not an exception. On the one hand this work is creative and varied. Teaching is a constant stream of decisions and a real challenge to one's character and abilities; it requires a flexible approach to every lesson and good communication skills. This profession can be rewarded if you like dealing with children because children will love you too. On the other hand most jobs are done within the usual office hours from 9 a.m. till 5 p.m. but not for teachers. They are devoted to their work and their evenings are usually spent in marking exercise books and preparing for the next lesson.

Teachers often complain that they are overworked and underpaid. To be a teacher is a great responsibility. Everybody knows that it isn't easy to teach modern children. Teachers don't only give knowledge in their own subject. They must be a model of competence and know a lot of things in many other subjects. A teacher is a person who is always mastering and learning himself while teaching others because every time you learn something new you become something new. An ignorant teacher teaches ignorance but a good teacher catalyzes in his pupils the burning desire to know.

Modern school is aimed to develop individual abilities of children, independent thinking and creativity. To be a good teacher you must be deeply interested in what you are doing. You have to be quite creative and well educated yourself. Besides a teacher should have such personal qualities as generosity, tolerance, flexibility and so on. A boring teacher teaches boredom, so a teacher cannot afford being dull or narrow-minded. Only bright personalities are respected by audience.

Teachers have to be clever and obtain a set of specific skills to be able to explain difficult points in simple words because they must develop their pupils' intellect, form their views and characters, their attitude to life and to other people.

As for me I made my choice long ago – I want to become a teacher. I cannot say that all the necessary qualities can be found in me but I'm keen on this profession and I'll do my best to match it. It's not easy, as it may seem at first but I think that love for children combined with the knowledge I'll get at the University would be quite enough to succeed in my future work.

1. What qualities does the profession of a teacher require?
2. What does the success of educating and upbringing of children depend on?
3. Why is teachers' work considered to be stressful?
4. What is preschool education?
5. What are the main themes of preschool education?



## SUPPLEMENTARY IV

## Grammar reference

## THE TENSE SYSTEM

There are three classes of verbs in English: auxiliary verbs, modal verbs, and full verbs.

## Auxiliary verbs

**Be**

The auxiliary verbs are **be**, **do** and **have**.

1. Be is used with verb + -ing to make progressive (continuous) verb forms.

*They were reading.*

2. Be is used with the Past Participle to make the Passive.

*These books are printed in China.*

**Do**

1. **Do/does/did** are used in the Present Simple and the Past Simple.

*Do you smoke?* (question)

*She doesn't understand* (negative)

2. **Do/does/did** are used to express emphasis when there is no other auxiliary.

*I am not interested in sport, but I do like tennis.*

*She does have a car!*

**Have**

Have is used with the Past Participle to make perfect verb forms.

*Have you ever tried sushi?*

**Other uses of auxiliary verbs**

1. In question tags.

*It's cold today, isn't it?*

2. In short answers. Yes or No alone can sound abrupt.

*Are you hungry? No, I'm not.*

3. In reply questions. These are not real questions. They are used to show that the listener is paying attention.

*The party was awful. – Was it? What a pity.*

**Introduction to Present Tenses****Present Simple****Positive**

I	work	every day, usually, often.
He/She/It	works	every day, usually, often.

We	work	every day, usually, often.
You		
They		

### Negative

I	do not	work	every day, usually, often, always.
He/She/It	does not	work	every day, usually, often, always
We	do not	work	every day, usually, often, always
You			
They			

### Questions

Do	I, we, you, they	work	every day?
Does	he, she, it	work	every day?

### Short answers

*Do you work? – Yes, I do. / No, I don't.*

*Does she live in a house? – Yes, she does. / No, she doesn't.*

Present Simple is used to express:

1) an action that happens again and again (a habit).

*She drinks ten cups of tea a day.*

*I wash my hair twice a week.*

2) a fact that is always true.

*Some birds fly south in winter.*

3) a fact that is true for a long time (a state).

*I live in a small flat near the centre of town.*

### Present Progressive

#### Positive

I	am working	now, at the moment, these days.
He/She/It	is working	now, at the moment, these days.
We	are working	now, at the moment, these days.
You		
They		

#### Negative

I	am not working	now, at the moment, these days.
He/She/It	is not working	now, at the moment, these days.
We	are not working	now, at the moment, these days.
You		
They		

### Questions

Am I	working	now, at the moment, these days?
Is he, she, it	working	now, at the moment, these days?
Are we, you, they	working	now, at the moment, these days?

### Short answers

*Are you going by train? – Yes, I am. / No, I am not.*

*Is she reading a book? – Yes, she is. / No, she isn't.*

Present Progressive is used to express:

1) an activity that is happening now.

*Don't turn off the TV. I am watching it.*

2) an activity or situation that is true now, but is not necessarily happening at the moment of speaking.

*Don't take this book. Jane is reading it.*

3) a temporary activity.

*I'm living with friends until I find a place of my own.*

4) a planned future arrangement.

*We are having lunch with Glenda tomorrow.*

### Present Perfect

#### Positive

I, we, you, they	have finished	already, just, so far.
He/She/It	has finished	already, just, so far.

#### Negative

I, we, you,	have not finished	ever, yet.
-------------	-------------------	------------

they			
He/She/It	has not	finished	ever, yet.

### Questions\

Have	I, we, you, they	finished	yet?
Has	he, she, it	finished	yet?

### Short answer

*Have you always lived in Budapest? – Yes, I have. / No, I haven't.*

Present Perfect expresses:

1) an action that began in the past and still continues (unfinished past).

*We've lived in the same house for 25 years.*

Many languages express this idea with a present tense, but in English this is wrong.

The time expressions commonly used are:

– **for** two years, a month, a few minutes, half an hour, ages;

– **since** 1970, the end of class, August. 8 o'clock.

We use **for** with a period of time and **since** with a point: in time.

2) an experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still left. When the action happened is not important.

*I have been to the United States.*

*She has written poetry and children's stories.*

The adverbs **ever**, **never**, **before** are common with this use. Questions and answers about definite times are expressed in Past Simple.

*When did you go to the United States?*

*Was her poetry published while she was alive?*

3) a past action that has a present result. The action is usually in the recent past.

*The taxi hasn't arrived yet. (We are still waiting for it.)*

We often announce news in Present Perfect because the speaker is emphasizing the event as a present fact.

*Have you heard? The Prime Minister has resigned.*

### **Present Perfect or Past Simple?**

Present Perfect is used for unfinished actions. Past Simple is used for completed actions.

Compare:

*I've lived in Texas for six years. (I still live there.)*

*I lived in Texas for six years. (Now I live somewhere else.)*

### **Introduction to past tenses**

We use different past tenses to focus on different moments and periods of time in the past

#### **Past Simple**

The form of Past Simple is the same for all persons.

#### **Positive**

I	finished	yesterday
He/She/It	left	at 3 o'clock.
We	arrived	three weeks ago.
You		
They		

#### **Negative**

I		finish	yesterday
He/She/It		leave	at 3 o'clock.
We	didn't	arrive	three weeks ago.
You			
They			

#### **Questions**

When	did	you	finish the report?
		he	get married?
		they	

#### **Short answers**

*Did you enjoy the meal? – Yes, we did. / No, we didn't.*

Past Simple is used to express:

1) a finished action in the past.

*We met in 2000.*

*I went to Manchester last week.*

2) actions that follow each other in a story.

*Mary walked into the room and stopped. She listened carefully. She heard a noise coming from behind the curtain.*

**Time expressions:** last night, last Saturday, last week, last month, last year, yesterday, two weeks (months, years) ago.

3) the past situation or habit.

*When I was a child, we lived in a small house by the sea. Every day I walked for miles ...*

### Past Progressive

#### Positive

I	was working	yesterday at 5.
He/She/It	was working	yesterday at 5.
We	were working	yesterday at 5.
You		
They		

#### Negative

I	was not working	yesterday at 5.
He/She/It	was not working	yesterday at 5.
We	were not working	yesterday at 5.
You		
They		

### Questions

Was I	working	yesterday at 5?
Was he, she, it	working	yesterday at 5?
Were we, you, they	working	yesterday at 5?

### Short answers

*Were you looking for me? – Yes, I was. / No, I was not.*

*Were they waiting outside? – Yes, they were. / No, they were not.*

We often use Past Progressive in sentence with Past Simple. Past Progressive refers to longer, background activities, while Past Simple refers to shorter, completed actions.

Past Progressive is used:

1) to express activities in progress before, and probably after, a particular time in the past.

*At 7 o'clock this morning I was having my breakfast.*

2) for descriptions.

*Jane looked beautiful. She was wearing a red dress and shoes.*

3) to express an interrupted past activity.

*When the phone rang, I was having a shower.*

4) to express an incomplete activity in the past in order to contrast with Past Simple that expresses a completed activity.

*I was reading a book during the flight. (I didn't finish it.)*

Past Simple is usually used to express a repeated past habit or situation. But Past Progressive can be used if the repeated habit becomes a longer setting for something.

Compare:

*I **went out** with Jack for ten years.*

*I first met Harry while I **was going out** with Jack.*

### Past Perfect

Perfect means "before," so Past Perfect refers to an action in the past that was completed before another action in the past. The form of Past Perfect is the same for all persons.

#### Positive

#### Negative

#### Questions

I	had ('d)	seen him			
You	hadn't	finished work	Where had	you	been before?
We		at 6 o'clock.		she	
etc.				they	
				etc.	

### Short answers

*Had he already left? –Yes, he had. / No, he hadn't.*

We use Past Perfect to make clear that one action in the past happened before another action in the past.

*When I got home, I found that someone had broken into my apartment and had stolen my DVD player, so I called the police.*

*Action 1:* Someone broke into my apartment and stole my DVD player.

*Action 2:* I got home and called the police.

## Introduction to Future Tenses

### Future Simple Tense

#### Positive

I		
He/She/It	will work	tomorrow.
We		
You		
They		

#### Negative

I		
He/She/It	will not	tomorrow.
We	(won't)	
You		
They		

#### Questions

	I		
Will	he/she/it	work	tomorrow?
	we		
	you		
	they		

#### Short answers

*Will you meet him? –Yes, I will. / No, I won't.*

We use Future Simple to express action in the future which is certain because it is a fact, or because there is a clear or fixed schedule or timetable.

*She will be 18 next year.*

We also use *will* for an instant decision, when we decide on something or agree to do it more or less at the moment of speaking.

*I'm thirsty. I think I'll make some tea.*

### Future Continuous Tense

#### Positive

I		
---	--	--



He/She/It We You They	will be working	tomorrow at 5.
--------------------------------	-----------------	----------------

**Negative**

I He/She/It We You They	will not be working	tomorrow at 5.
-------------------------------------	---------------------	----------------

**Positive**

Will	I he/she/it we you they	be working	tomorrow at 5?
------	-------------------------------------	------------	----------------

We use Future Continuous for an action over a period of time. It means that at some time in the future we will be in the middle of an action.

*Andrew can't go to the party. He'll be working all day tomorrow.*

*I'll be out at three o'clock. I'll be playing golf.*

*When the men leave the building, the police will be waiting for them.*

**Future Perfect Tense****Positive**

I He/She/It We You They	will have finished	tomorrow by 5.
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**Negative**

I He/She/It We You They	will not have finished	tomorrow by 5.
-------------------------------------	------------------------	----------------

## Questions

Will	I he/she/it we you they	have finished	tomorrow by 5?
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We use **will have + a past participle** (Future Perfect) for something that will be over in the future.

*Sarah is thinking of a future time (half past eight). At half past eight she will be able to say "I have finished".*

Here are some more examples.

*I like looking at these pictures, but I'll have had enough by lunch-time.*

*Trevor and Laura will have lived here for four years next April.*

*This chess game is going to last ages. They won't have finished it until midnight.*

*Will you have read this book by the time it's due back to the library? ~ Yes.*

*I'll have finished it by then.*

We often use Future Perfect with expressions of time such as **by lunch-time**, **until midnight**, **before then**, **by the time you have to take it back**.

## Introduction to the Passive To be + Past Participle

The tense of the verb **to be** changes to give different tenses in the Passive.

Compare:

*A party **is being held** at my friend's house.* (Present Progressive Passive)

*My neighbor **is invited** to their party every year.* (Present Simple Passive)

*He **was invited** last year.* (Past Simple Passive)

*I **have been invited** to the party too.* (Present Perfect Passive)

1) Passive sentences move the focus from the subject to the object of active sentences. We choose the Active or the Passive depending on what we are more interested in.

2) **By** and **the agent** are often omitted in passive sentences if the agent:

- is not known;
- is not important;
- is obvious.

3) The Passive is associated with an impersonal, formal style. It is often used in notices and announcements.

4) In informal language, we often use you, we and they to refer to people in general or to no person in particular. In this way, we can avoid using the Passive.

### **Passive verbs with two objects**

Some verbs can have two objects. For example:

\* give – Somebody gave the police the information. (Somebody gave the information to the police.)

So it is possible to make two passive sentences.

*The police were given the information.*

*The information was given to the police.*

Other verbs which can have two objects are: **to ask, to offer, to pay, to show, to teach, to tell.**

When we use these verbs in the Passive, most often we begin with the person.

*I was offered a job.*

*The men were paid \$400 to do the work.*

### **Introduction to modal verbs**

The modal verbs are can, could, may, might, must, will, would, should, ought to. They are known as modal auxiliary verbs because they “help” another verb.

*I can swim.*

*Do you think I should go?*

1. There is no **-s** in the third person singular.
2. There is no **do/does/don't/doesn't** in the question or negative.
3. Modal auxiliaries are followed by the infinitive without **to**. The exception is **ought to**.

4. They have no infinitives and no **-ing** forms.

5. They don't usually have past forms. Instead, we can use them with perfect infinitives.

*She should have told me that you can't swim!*

Modal verbs express our attitudes, opinions, and judgments of events.

Each modal verb has at least two meanings.

*I must post this letter!* (obligation)

*You must be tired.* (probability)

*Could you help me?* (request)

*We could go to Spain for holiday.* (possibility)

### **Introduction to Conditionals**

There are many different ways of making sentences with **if**. It is important to understand the difference between sentences that express real possibility, and those that express unreal situations.

### **Real possibilities**

*If it rains, we'll stay home.*

(if + Present Simple + will)

*If you've finished your work, you can go home.*

(if + Present Perfect + will)

*If you are feeling ill, go home.*

(if + Present Progressive + imperative)

### **Unreal situations**

*You would understand me better if you came from my country.*

(would + if + Past Simple) A If I were rich, I wouldn't have any problems.

(if + were + would)

*If I stopped smoking, I could run faster.*

(if + Past Simple + modal auxiliary verb)

### **First Conditional**

#### **If + Present Simple + will**

*If I find your wallet, I'll let you know.*

1) First Conditional sentence express a possible condition and its probable result in the future.

2) We can use the First Conditional to express different functions (all of which express a possible condition and a probable result).

#### **First or Second Conditional?**

Both Conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which Conditional to use. First Conditional sentences are real and possible; Second Conditional sentences express situations that will probably never happen.

*If I lose my job, I'll...* (My company is doing badly.)

*If I lost my job. I'd ...* (I probably won't lose my job.)

Note that **was** can change to **were** in the condition clause.

*If I were you, I wouldn't do that,* (a kind of advice)

1. Use the Second Conditional to express an unreal situation and its probable result. The situation or condition is impossible, improbable, imaginary, or contrary to known facts.

*If I were the president of my country, I'd increase taxes.*

2. Other modal verbs are possible in the result clause.

*I **could** buy some new clothes if I had some money.*

*If I saved a little every week, I **might** be able to save up for a car.*

### Third Conditional

1) Third Conditional sentences are not based on fact. They express situation which is contrary to reality in the past. This unreality is shown by a tense shift from past to the Past Perfect.

*If you'd come to the party, you'd have had a great time.*

2) It is possible for each of the clauses in a conditional sentence to have a different time reference, and the result is a mixed conditional.

*If we had brought a map (we didn't), we would know where we are (we don't).*

### Introduction to Verb patterns

We use the Infinitive after many adjectives:

*It was expensive to decorate the house.*

*It isn't easy to learn French.*

We use the Infinitive after some verbs:

*He wants to learn Japanese.*

*I'd like to come.*

*We decided to go to Spain on holiday.*

We use the -ing form after some verbs:

*I enjoy learning English.*

*He has finished doing his homework.*

*I like swimming.*

Unfortunately, there are no rules. What you need to do is to memorize the verbs listed below.

### Verbs + -ing

admit, avoid, consider, deny, fancy, forgive, can't stand, don't mind, enjoy, finish, look forward to, object to

### Verbs + to + infinitive

agree, appear, decide, expect, hope, plan, promise, refuse, manage, would like, seem, want

### Verbs + somebody + to + infinitive

advise, allow, beg, ask, encourage, expect **me, him, them, someone** to do, to go...

1. **To** is used with **make** in the Passive.

*We were made to work hard.*

2. **Let** cannot be used in the Passive. **Allowed to** is used instead.

*She was allowed to leave.*

**Verbs + -ing or to + infinitive** (with little or no change in meaning)

Begin, continue, hate, like, love, prefer **doing, to do**

**Verbs + -ing or to + infinitive** (with a change in meaning)

remember, forget, try, mean, stop

*I remember posting the letter.* (I have a memory now of a past action: posting the letter).

*I remember to post the letter.* (I remind myself to post the letter. I won't forget).

*I stopped drinking coffee.* (I gave up the habit).

*I stopped to drink coffee.* (I stopped doing something else in order to have a cup of coffee).

*I tried to sleep.* (I wanted to sleep, but it was difficult).

*I tried counting sheep and drinking a glass of warm milk.* (These were possible ways of getting to sleep).

**Purpose infinitives**

Remember that an infinitive can express purpose. It is a short form of **in order to**.

*Laura jogs to stay fit.*

*She takes vitamins to feel better.*

Avoid expressing purpose without **to** in the infinitive. Avoid using **for** instead of **to**.

**Participles**

1. When Present Participles (-ing) are used like adjectives and adverbs, they are active in meaning.

*Modern art is interesting.*

2. When Past Participles (-ed) are used like adjectives or adverbs, they are passive in meaning.

*I am interested in modern art.*

3. Participles after a noun define and identify in the same way as relative clauses.

*I met a woman riding a bike (who was riding ...).*

4. Participles can be used as adverbs. They can describe:

a) two actions happening at the same time.

*She sat by the lake reading a book.*

b) two actions that happen one after another.

*Opening his case, he took out a suit.*

If it is important to show that the first action is completed before the second action begins, we use the Perfect Participle.

*Having finished lunch, we set off on our journey.*

c) two actions that happen one because of another.

*Not knowing what to do, I waited patiently.*

d) Many verbs are followed by -ing forms.

*I spent the holiday reading.*

*Don't waste time thinking about the past.*

## Introduction to Adjectives

### Degrees of comparison – comparative adjectives

Remember that two- and three-syllable adjectives form the Comparative by using more or less before the adjective form. One-syllable adjectives form the Comparative by using -er after the form. Two-syllable adjectives which end in -y form the Comparative by changing -y to -i and adding -er.

*An essay test more difficult than/ an objective test.*

*An essay test is harder than/ an objective test.*

*An essay test is easier an objective test.*

Avoid using **as** or **that** instead of **than**. Avoid using both more and an -er form.

### Degrees of comparison – superlative adjectives

Remember that superlatives are used to compare more than two.

*An essay test is the most difficult.*

*An essay test is the hardest.*

Avoid using a comparative -er form when three or more are compared.

Don't forget to use **the** before superlative adjectives.

*New York is **the** largest of all American cities.*

### Degrees of comparison – irregular adjectives

Remember that some very common adjectives have irregular forms. Some of them are listed here for you.

Adjective	Comparative (to compare two)	Superlative (to compare three or more)
Bad	Worse	the worst
Far	farther, further	the farthest, the furthest
good	Better	the best
little	Less	the least
many	More	the most
much	More	the most

Avoid using a regular form instead of an irregular form for these adjectives.

## Introduction to Prepositions

### Problems with prepositions

Remember that **between** and **among** have the same meaning, but **between** is used with three or more nouns or a plural noun.

*The work is distributed between the secretary and the receptionist.*

*The rent payments are divided among Don, Bill and Gene.*

Avoid using **between** with three or more nouns or a plural noun.

### Prepositions of place – in, on, at

Remember that **in**, **on** and **at** have similar meanings, but they are used with different kinds of places. In general, **in** is used before large places, **on** is used before middle-sized places, and **at** is used before numbers in addresses. Finally, **in** is used again before very small places.

In	on	At	in
country	street	number ( <i>house, flat</i> )	a corner ( <i>of a room</i> )
state	street corner		a room
province	coast		a building
county	river		a park
city			a car
			a boat

*We live in the United States in North Carolina in Jacksonville, on the East Coast on New River at number 26 River Road.*

Avoid using **in** instead of **on** for streets and other middle-sized places.

We also have prepositions like **near**, **next to**, **in front of**, **behind**, **below**, **above**, **opposite** to indicate place.

### Prepositions of time – in, on, at

Remember that **in**, **on** and **at** have similar meanings, but they are used with different times. **In** general, **in** is used before large LESSONs of time, **on** is used before middle-sized LESSONs of time, and **at** is used before numbers. Idiomatic phrases such as **in the morning**, **in the afternoon**, **in the evening**, **at night**, **at noon**, must be learned individually like vocabulary.

In	On	at
year	day	time
month	date	

*Lily was born at 7:00 on Sunday in December in 1919.* Avoid using **in** before days and dates.

We also have prepositions like **during**, **for**, **from ... till**, **since** to indicate time.



## **Introduction to Articles**

### **The indefinite article is used:**

- 1) when a countable noun in the singular means “one of”, “some” object from a series, class: *We bought a car yesterday;*
- 2) when an object or person is spoken about for the first time: *There is a man with a pipe standing there;*
- 3) in the sentences with there is and with a singular countable noun: *There is a car outside;*
- 4) when a subject in the singular is spoken of in the meaning “one”: *I'll be back in a minute;*
- 5) when an object in the singular is spoken of in the meaning of “class of objects”, opposed to other classes: *A donkey is a stubborn animal;*
- 6) with uncountable nouns, if we are talking about “one portion”: *I could do with an ice-cream.*

### **The zero article is used:**

- 1) with uncountable and abstract nouns: *I was watching all this with disbelief;*
- 2) with proper names (except for surnames and some geographical names): *Jake is the cleverest boy in the class;*
- 3) with nouns preceded by indefinite or possessive pronouns: *I warned you, my boy;*
- 4) with names of family members capitalized: *I asked Father to fix the radio;*
- 5) with nouns followed by a cardinal number: *Take bus seven;*
- 6) in phraseological expressions: *to have breakfast (dinner, lunch...), to go to bed (school), to be in prison, at night, by day – днем, at home – дома etc.*

### **The definite article is used:**

- 1) with a known (from context, from the environment, etc.) subject, known objects, phenomena: *He went to the market to buy oranges;*
- 2) when we are talking about a unique, one-of-a-kind object or phenomenon: *The Sun is the centre of our Galaxy;*
- 3) when the speaker uses an attribute pointing out a particular object: *I have just bought the car that we saw yesterday;*
- 4) with the ordinal numerals : *He was the first child to enter the classroom;*
- 5) with substantivized adjectives and participles: *There are special schools for the blind and the deaf;*

6) as a rule – before the names of musical instruments: *I'm fond of his playing the piano;*

7) before the names of nationalities or representatives of a nationality: *The English like their tea with milk.*

### Introduction to Questions

There are different question types:

1. subject questions with no auxiliary verb.

*Who broke the window?*

*What happens at the end of the book?*

2. questions with prepositions at the end.

*Who is this letter from?*

*What are you talking about?*

3. question words + noun/adjective/adverb.

*What sort of music do you prefer?*

*How big is their new house?*

4. other ways of asking *Why?*.

*What did you do that for?*

*How come you got here before us?*

*How come...?* expresses surprise. Notice that there is no inversion in this question type.

### What and which

1. **What** and **which** are used with nouns to make questions.

*What size shoes do you take?*

*Which of these peppers is the hottest?*

2. Sometimes there is no difference between questions with **what** and **which**.

*What/which is the biggest city in your country?*

*What/which channel is the match on?*

3. We use **which** when the speaker has a limited number of choices in mind.

*There's a blue one and a red one. Which do you want?*

We use **what** when the speaker is not thinking of a limited number of choices.

*What car do you drive?*

Asking for descriptions

1. *What is X like?* means "Give me some information about X because I don't know anything about it."

*What's your capital city like?*

*What are you parents like?*

2. *How is X?* asks about a person's health and happiness.

How's your mother these days?

Sometimes both questions are possible. *What ... like?* asks for objective information. *How...?* asks for a more personal reaction.

### **Indirect questions**

There is no inversion and no **do/does/did** in indirect questions.

*I wonder what she's doing.*

*I don't know where he lives.*

*He doesn't know whether he is coming or not.*

### **Negative questions**

1. Negative questions can express various ideas.

*Haven't you finished school yet?* (surprise)

*Don't you think we should wait for them?* (suggestion)

*Can't you see I'm busy?* (criticism)

2. In the main use of negative questions, the speaker would normally expect a positive situation, but now expresses a negative situation. The speaker therefore is surprised.

*Don't you like ice cream?*

*Haven't you done your homework yet?*

3. Negative questions can also be used to mean "Confirm what I think is true." In this use it refers to a positive situation.

*Haven't I met you somewhere before?* (I am sure I have.)

*Didn't we speak about this yesterday?* (I am sure we did.)

### **Introduction to Interrogative sentences**

**A general question** requires a yes/no answer. The auxiliary or modal verb comes first in the sentence:

*Do you like my room?*

*Can your father help me?*

**Special questions** are questions that require a special answer, additional information. Such questions relate to individual members of the sentence and begin with a question word:

*What is this?*

**An alternative question** is a question that requires an answer to choose between two or more objects, actions or qualities. An alternative question is based on the principle of a general question:

*Is this pen red or black?*

**A disjunctive question** expresses the assumption "isn't it?", "isn't it true?"

A dividing question is usually used in oral speech when they want to check the validity of their opinion. The question is constructed using an auxiliary verb and the corresponding personal pronoun.

*A tiger has got stripes, hasn't it?*

*A tiger has stripes, doesn't it?*

If the verb in a sentence is in the simple present tense, the question is constructed using the auxiliary verb do/does and a personal pronoun. If the verb is in the simple past tense, the question is constructed using the auxiliary verb did and the personal pronoun. If the statement is affirmative, then the question is usually negative.

*She was at home, wasn't she?*

*He lives in a separate apartment, doesn't he?*

If the statement is negative, then the question is usually affirmative.

*She won't come to the party, will she?*

If the statement contains a word with a negative meaning, for example, **never, hardly, rarely, seldom**, then the question is affirmative.

*He is never late, is he?*

## Glossary

### A

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

**Adolescence** – 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.

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

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

**Adoptive parent** – a person who legally assumes parental rights/responsibilities for adopted 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 behaviour.

**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.

**Aggression** – angry or threatening behaviour 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 behaviour 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** – 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.

**Altruistic** – behaviour 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** – the desire for personal achievements.

**Anti-social behaviour** – actions deviating sharply from the social norm. Children with such behaviours 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.

**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.

**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. Emerging as an independent science in the mid-19th century, 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.

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

**Aristotle** (384 BC – 322 BC) – a Greek philosopher and polymath, a children of Plato and teacher of Alexander the Great. His writings cover many

subjects, including physics, metaphysics, poetry, theatre, 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.

**Asociality** – 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.

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

**Assessment** – 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)** – a developmental disorder. It is characterized primarily by the co-existence of hyperactivity, with each behaviour occurring infrequently alone and symptoms starting before seven years of age. 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 of professional pedagogical suitability.

**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.*

**Autism** – 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.

## **B**

**Baby categorization** – many babies could be categorized (according to Thomas, Chess, Birch, Hertzog 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.

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

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

**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.

**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.

## C

**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.

**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 behaviour. The study of character is called characterology.

**Charisma** (from the Greek, means “favor given” or “gift of grace”) – 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.

**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** – 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.



**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** – 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.

**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 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** – a child who 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.

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

**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.

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

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

**John Amos Comenius** (1592–1670) – a Czech teacher, educator and writer. He is considered the father of modern education. The most permanent influence exerted by Comenius was in practical educational work.

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

**Compassion** – 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. The etymology of “compassion” is Latin, meaning “co-suffering”.

**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.

**Conflict (social)** – 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.

**Conformity** – the act of matching attitudes, beliefs, and behaviours 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.

**Connected person** – 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.

**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** – 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.

**Conversation** – a question-answer way of children 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.

**Critical thinking** – ability to analyse information from logic positions, ability to take out reasonable judgments, decisions and to apply the received results as to standard, and to non-standard situations, questions and problems. To this process openness is inherent in new ideas.

**Curiosity** – situational interest to something.

## **D**

**Debate** – dispute, a way of mobilization of children's 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.

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

**Deontology (pedagogical)** – a science about professional behaviour 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.

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

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

**Deviance** – actions or behaviours 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).

**Device** – arrange 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.

**Didactic method** – a teaching method that follows a consistent scientific approach or educational style to engage the children'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.

**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.

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

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

**Disability** – 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.

**Diverse** – distinctly dissimilar or unlike.

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

## **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.

**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.

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

**Empathy** – 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 19<sup>th</sup> century mainly by Theodor Lipps. It was later re-translated into the German language (Germanized) as “Empathie”, and is still in use.

**Enable** – making (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 behaviour.

**Envision** – picture to oneself; imagine possible.

**Ethics** (also known as moral philosophy) – a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong behavior.

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

**Evolutionary psychology** (EP) – 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 behaviour 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 behaviour 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.

**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 behaviour and activity. It is constructed on tendency of children to imitation.

## **F**

**Facilitate** – make possible or easier.

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

**Family** – 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.

**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.

**Fear** – 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.

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

**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.

**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.

**Frustration** – a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfilment 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.

## G

**Game** – a structured playing, undertaken for enjoyment and for 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, stimulation, or psychological role.

**Gestalt therapy** – 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.

**Guidance** – 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** – 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**

**Herbart, 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 fulfil their true purpose; he believed that every child is born with a unique potential, his Individuality, but this potential remained unfulfilled until it was analysed 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.

**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 it becomes one of the basic principles of pedagogics.

## **I**

**Id** – 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 defence 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.

**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 behaviour 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** – 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 behaviour.

**Individualism** – the behaviour or attitude of someone who does things in their own way without being influenced by other people.

**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 children, 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** – 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** – 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** – 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 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

**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.

## K

**Knowledge** – 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** – 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.

## **L**

**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.

**Loneliness** – 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.

## **M**

**Makarenko, Anton Semenovych** (1888–1939) – 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 labour into the educational system.

**Management** (pedagogical) – a complex of principles, methods, organizational norms and processing methods of management of the educational process, directed on increase of its efficiency.

**Mandate** – give official permission for something to happen.

**Marriage** – 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.

**Master** – 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 children in the course of planning and performance of gradually becoming complicated practical tasks – projects.

**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.

**Methods of activity and behaviour stimulation** – ways of motivation of children to improvement of the behaviour, development in them positive motivation of behaviour.

**Methods of consciousness formation** – the methods of education directed on formation of the correct concepts, estimates, judgments, outlooks.

**Methods of pedagogical research** – a set of ways and receptions of knowledge of objective regularities of training, education and development.

**Methods of the organization activity and behavior experience** – ways of allocation, fixing and formation in children' experience of positive ways and forms of behaviour and moral motivation. Creations of a bringing-up situation, collective creative business are carried out by means of instructions, exercises.

**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 treats: introspection, self-order, self-report, self-encouragement, self-punishment, self-control. As for self-education the tutor conducts the children by understanding of own actions through an external assessment, then through formed self-image and further through activities for self-education and self-improvement.

**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, and 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.

**Mood** – the steady, rather long emotional condition of the personal 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.

**Moral** – 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.

**Motivation** – a term that refers to a process that elicits, controls, and sustains certain behaviour. Motivation is a group of phenomena which affect the nature of an individual's behaviour, the strength of the behavior, and the persistence of the behaviour.

## 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.

**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** – a 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.

**Pedagogical diagnosis** – determination of the temper and quality of children's abilities, the difficulties tested by them in study, deviations in behaviour. It is based on the data of children's 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 children, casual or deliberate, private or public, long or short-term, verbal or nonverbal, having a consequence mutual changes of their behaviour, 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 children 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 child is not “there” for the adult; in the pedagogical relation the adult wants or intends what is good for the child’s future.

**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** – 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.

**Personal Education Plan (PEP)** – the 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** – a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, emotions, motivations, and behaviours 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 character. Personality may also refer to the patterns of thoughts, feelings and behaviours 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** – 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 behavioural 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) – a Swiss educational reformer, born in Zürich. 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.

**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.

**Principle of complementarity in Pedagogy** – 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.

**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 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.

**Psychic adaptation** – 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 labour or educational collective, which define the main mood of the collective.

**Psychological correction** – the help on overcoming of shortcomings of mental development.

**Punishment** – the authoritative imposition of something negative or unpleasant on a person in response to behaviour 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

**Questionnaire** – 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.

## 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** – 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** – 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** – 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** – the authority that has responsibility for ensuring that the child is looked after appropriately while in its care.

## S

**Self-actualization** – 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.

**Self-awareness** – 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 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 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, and collectivism was of great value in education. The unusual phenomenon for children teaching of that time was organization of children's management. Under the direction of S. T. Shatsky methods of pedagogical research such as social and pedagogical experiment, supervision, and poll were developed.

**Skill** – 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.

**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** – 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 behaviour of others and is oriented in its course.

**Social adaptation** – the ability to live and express oneself according to a society's restrictions and cultural demands.

**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 behaviour** – behaviour that takes place in a social context and results from interaction between and among individuals.

**Social institution** – any structure or mechanism of social order and cooperation governing the behaviour 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 behaviour.

**Social pedagogy** – 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 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 psychology** – the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual.

**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** – 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 behaviour, action, social behaviour, 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 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 behaviour 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 children; 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 children's 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; analysing deviant behaviour.

**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 behaviour primarily through imitation, family interaction, and educational systems; the procedure by which society integrates the individual.

**Society** – 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 behaviour. As the study of humans in their collective aspect, sociology is concerned with all group activities – economic, social, political, and religious. Sociologists study such areas as bureaucracy, community, deviant behaviour, 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 behaviour 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) – 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 children 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** – 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 children with educational or physical disabilities, tailored to each child'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.

**Story** (as a method of children's 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** – a mature type of defence mechanism where socially unacceptable impulses or idealizations are consciously transformed into socially acceptable actions or behaviour, 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 core of Sukhomlinsky's system of education was his approach to moral education, which involved sensitizing his children to beauty in nature, in art and in human relations, and encouraging children to take responsibility for the living environment which surrounded them.

## T

**Tabula rasa** – 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 favour the “nurture” side of the nature versus nurture debate, when it comes to aspects of one's personality, social and emotional behaviour, 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 children behaviour, and gives the right to “ask others to do something”, to make decisions, to assess. Without authority there is little efficacy.

**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 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 behaviour 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". 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' seminaries. Among Ushinsky's breakthroughs was the new "Analytic-Synthetic 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, a speech indicator of the personality.

**Verbal learning** – process of acquisition of knowledge, experience through verbal influences (instructions, explanations, examples of behaviour, 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.

**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 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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