Міністерство освіти і науки України
Мукачівський державний університет
Кафедра англійської мови, літератури з методиками навчання

Практикум з іноземної мови за професійним спрямуванням

**для здобувачів другого (магістерського) рівня вищої освіти
Спеціальності 053 Психологія**

**2022
Мукачево**

УДК 81'243(072)(076.5)

П69
Практикум з іноземної мови за професійним спрямуванням для здобувачів другого (магістерського) рівня вищої освіти Спеціальності 053 Психологія / Укладач Н.О. Герцовська.– Мукачево: МДУ, 2022. – 33. (1,8 авт.арк).

Видання містить практичні завдання і вправи, що сприяють засвоєнню набутих знань, умінь і навичок з англійської мови, їх систематизації та узагальненню, перевірці якості їх засвоєння. Навчально-методичне видання містить передмову, завдання комплексного характеру для опрацювання тем дисципліни, завдання для самоперевірки, перелік питань для підсумкового контролю, форми та методи контролю та перелік рекомендованих джерел.

Призначене для використання здобувачами вищої освіти в процесі вивчення дисципліни «Іноземна мова за професійним спрямуванням», підготовки до практичних занять та виконання самостійної роботи. Методичні вказівки розроблені у відповідності до програми відповідної дисципліни.

ЗМІСТ

ПЕРЕДМОВА

Практикум з іноземної мови за професійним спрямуванням для здобувачів другого (магістерського) рівня вищої освіти спеціальності 053 Психологія складений відповідно до тематичного наповнення робочої програми відповідної дисципліни.

Метою практикуму є допомогти здобувачам освіти вдосконалити знання з іноземної мови за допомогою логічно укладеного комплексу вправ та завдань, націлених на посилення іншомовної комунікативної компетентності здобувачів освіти.

У процесі вивчення дисципліни здобувачі освіти повинні оволодіти та вдосконалити різні види мовленнєвої діяльності – читанням (оглядовим, інформативним і глибинним) у роботі з літературою зі спеціальності, говорінням і аудіюванням в ситуаціях професійно-ділового та повсякденного спілкування з урахуванням соціокультурного та країнознавчого аспектів іноземної мови, а також оволодіння навичками письмового мовлення з фахової тематики.

Для досягнення мети поставлені такі основні завдання:

- вивчення основ сучасної іноземної мови у професійній діяльності; - вдосконалення лексико-граматичних навичок здобувачів овіти, в пергу чергу у професійній сфері; - підвищення рівня лінгвістичної й комунікативно-діяльнісної професійної підготовки.

Об'єктом навчальної дисципліни є професійна діяльність та сучасна іноземна мова, притаманна для сфери психології. Предметом навчальної дисципліни є практичний аспект застосування іноземної мови у сучасній професійній діяльності психологів.

У результаті вивчення навчальної дисципліни здобувач освіти повинен: знати:

• мовний матеріал мови, що вивчається (лексика, граматика, структурні й мовні моделі) у професійному контексті на рівні, визначеному радою європи як в2, у тому числі: граматичні структури, типові для усної й письмової професійноорієнтованої комунікації;

• базову нормативну граматику й складні граматичні конструкції в активному володінні та для пасивного сприйняття;

•загальновживану й професійну лексику;

• правила ділового етикету та міжкультурної комунікації;

• стилі спілкування, у тому числі типові для професійного спілкування;

• мовні особливості ділового спілкування, а також спілкування у мережі інтернет; вміти: користуватися іноземною мовою у професійній діяльності та у побутовому спілкуванні:

• розуміти зміст текстів професійно-орієнтованого характеру певного рівня складності;

• здійснювати пошук інформації за завданням, збирання, аналіз даних, необхідних для вирішення умовно-професійних завдань;

• працювати з іншомовними джерелами інформації;

• презентувати іншомовну інформацію професійного характеру у вигляді переказу або доповіді;

• сприймати на слух зміст навчальних аудіо матеріалів професійного спрямування;

• брати активну участь у дискусіях, в т.ч. на професійну тематику, обґрунтовувати власну точку зору;

• здійснювати ефективну професійну комунікацію з представниками інших культур.

У процесі викладання навчальної дисципліни основна увага приділяється оволодінню студентами професійними компетентностями, що наведені нижче.

На вивчення навчальної дисципліни відводиться 90 годин (3 кредити ECTS). Форма підсумкового контролю – залік.

Загальні компетентності

ЗК 5 – Цінування та повага різноманітності та мультикультурності.

ЗК 6 – Здатність діяти на основі етичних міркувань (мотивів).

ЗК 10 – Здатність спілкуватися іноземною мовою.

ЗК 12 – Здатність до суб'єкт-суб'єктної взаємодії, ефективної комунікації, виконання професійних завдань усного, писемного мовлення; володіння монологічними та діалогічними формами спілкування.

Спеціальні компетентності

СК 15 – Здатність застосовувати методи, способи і засоби обробки й аналізу інформації та ефективно використовувати мультимедійні технології для візуалізації виконання дослідницьких завдань.

Програмні результати

ПР 1 – Здійснювати пошук, опрацювання та аналіз професійно важливих знань із різних джерел із використанням сучасних інформаційно-комунікаційних технологій.

ПР 8 – Оцінювати ступінь складності завдань діяльності та приймати рішення про звернення за допомогою або підвищення кваліфікації.

ПР 13 – Демонструвати соціально відповідальну та свідому поведінку, слідувати гуманістичним та демократичним цінностям.

ПР 14 – Емпатійно взаємодіяти, вступати у комунікацію, бути зрозумілим, толерантно ставитися до осіб, що мають інші культуральні чи гендерно-вікові особливості.

ПР 19 – Здійснювати підготовку наукових звітів та публікацій за результатами виконаних досліджень, рецензування й редагування наукових і навчально-методичних публікацій.

ТЕМАТИЧНИЙ ПЛАН ДИСЦИПЛІНИ

ЗМІСТОВИЙ МОДУЛЬ 1. THE USE OF ENGLISH FOR PROFESSIONAL PURPOSES

Тема 1. My specialty. Getting my Master's Degree in Psychology. Ways of expressing future. / 2 год.

Тема 2. **The profession of a psychologist.** Educational psychology. Aims, Subject and methods of Educational Psychology. Present Perfect tense: negative and interrogative sentences / 6 год.

Тема 3. **Individual.** Personality development. Personal Growth. The difference of Past Simple and Present Perfect / 4 год.

Тема 4. **Social growth**. Social Maturity. Indirect speech. Indirect questions / 4 год.

Тема 5. **Mental growth**. The role of family and school. Influence of language development. Passive voice / 4 год.

Тема 6. **Interests.** Emotions and feelings. Character formation. Conditional clauses / 6 год.

Тема 7. **Motivation.** The nature of characteristics of motivation. The meaning of motives – 4 год.

TEMA 1. My specialty. / 2 год.

Task 1.1. Read the text.

WHAT IS PRACTICAL PSYCHOLOGY USED FOR TODAY

Many people have heard of applied psychology, a type of psychological practice that uses methodologies to help humans solve problems. It can also be used to modify animal behaviors, and is an umbrella definition for many different types of psychological practices. Whether you are talking about industries such as health, education, or even business management, psychology plays a large role in making things work.

This is especially true when you're working with mental health patients, or people that are depressed, trying to allow them to live normal lives. There is another term called practical psychology that is also becoming more prominent. It has to do with using psychology for practical purposes. Let's first define what is practical psychology, and then how it can be used in order to make positive changes for both people and businesses today.

What Is Practical Psychology?

This type of psychology is a conglomeration of many different psychological strategies. Essentially, it is referring to the use of psychology to yield a practical result. For example, if somebody is experiencing awkward mental state such as that which is caused by ADHD, or if they are bipolar, many different psychological strategies can be applied at the same time to create the desired result. These are administered by trained psychologists that have years, if not decades, of experience in this industry. Their goal is to always create a practical outcome for those that are suffering from different mental or emotional problems.

How Does This Differ From Regular Psychology?

The primary difference between practical psychology and any other form of psychology is that it is using a multifaceted approach. For example, it could use approaches that are from community, medical, or occupational health psychology in order to help a person become more balanced. Psychology is the study of the human mind and how it works, as well as how emotions can help us make the right or wrong decisions. By taking a practical approach to applying these many different psychological practices, it is possible to help people resolve issues that they may have been trying to manage through therapy or pharmaceutical treatments.

How Is This Type Of Psychology Applied?

Once you know what is practical psychology, you can start to think of many ways to apply it. For example, if a person is in the middle of a very difficult divorce, counseling psychology might be the best choice. For those that are in business, organizational or industrial psychology might be necessary. This allows people to understand how others think, and thereby modify the way they are selling products and services.

It begins with the end result that you want to achieve, and then allows the person or company to pursue that result using psychological concepts. You may have heard this term used in school psychology for students, or sports psychology for athletes that are having trouble staying focused or remaining positive during sporting events. Practical psychology can be useful when dealing with legal matters, engineering problems, or even in the area of forensics when trying to determine why a killer has been making certain choices.

Once you know what you are trying to achieve, you can then take the steps necessary to come to the desired outcome. This is how this type of psychology is applied, and it can be very effective, even when combining many different psychological practices.

How Do You Find A Psychologist That Can Help You With This?

The best way to have this type of psychology implemented is to first find the right psychologist for you. For example, if you are having relationship problems, or if you are suffering from some type of phobia, you need to choose a psychologist that specializes in these areas.

Once you have set an appointment, they can begin to apply what amounts to practical psychology. It is designed to help people become more grounded. Once they are able to deal with their fears, or develop a higher sense of self worth which can be lost in some relationships, they are able to move forward with their lives.

Therefore, you need to start contacting different psychologist that will apply to your particular situation and evaluate them based on what others have said. After setting your appointment, and after having gone through several sessions, you will understand how practical psychology works.

How Long Will It Take To See Results?

The speed at which you will see results will depend upon the severity of the psychological disorder that you are dealing with. It also depends on your emotional state. After you have found several different psychologist that can help you with your issue, they will start to apply these different methodologies. If all goes well, you should start to see results within the first week of setting your appointments and attending each session. The practical results that you achieve are also based upon whether or not you will implement the suggestions provided by the psychologist.

If you do need to get some form of psychological help, now that you know what is practical psychology, you can see how beneficial this can be. It is the use of many different disciplines in the area of psychology that can often lead to the most positive outcome for each individual. Even if you are using this or business, you can apply these methods to become a much better business person, or a better salesperson, for your business. At the very least, it's going to help you become a more well rounded individual that is capable of handling any problems that come your way from a very practical perspective.

Task 1.2. Explain the meaning of the words: *behavior, outcome, forensic, beneficial, suffer from, phobia.*

Task 1.3. Write a short summary to the text.

Task 2. Write a short essay on the topic "Getting my Master's Degree in Psychology". In your essay try to explain why you have chosen this specialty / university, the pros and cons of your profession.

Task 3. Ways of expressing future:

Fill in the correct future tense - will future, going to or present continuous.

1. They _____ (drive) to New York tomorrow.

2. I hope the weather _____(be) fine.

3. I offered him this job. I think he _____ (to take) it.

4. I promise I _____(not tell) your secret to anyone.

5. Take your umbrella with you. It _____ (rain).

6. They _____ (play) cards this evening.

7. I _____ (go) to the cinema tomorrow.

8. They _____ (fly) to Seattle next summer holidays.

9. I _____ (invite) 50 people to the party, and I hope everyone _____come.

10. That exercise looks difficult. I _____ help you.

11. _____ he _____ (go) to the football match?

12. Are you sure they _____(win) the match?

13. She _____ probably _____ (stay) till Thursday.

14. He _____ (not leave) tomorrow.

15. We think he _____ (come) home late in the night.

Тема 2. The profession of a psychologist / 6 год.

Task 1.1. Read the text.

Educational Psychology: aim, subject and methods.

AT BIRTH the child brings his biological inheritance with him into this world. Characteristics of his biological heredity are not sufficient in themselves to enable him to live harmoniously in a social culture such as ours. An important task of the school is to assist the learner in meeting or discovering his cultural heritage. It is through the guidance of children in growth and development that they acquire skills, information, understanding, concepts, and attitudes concerning their social heritage. However, much of the acquisition of the social heritage is informal in nature. Furthermore, much of the child's education takes place outside the supervision and direction of the schools.

Although the school is only one of a number of forces which affect the child's educational development, it has always been concerned with the teaching of certain aspects of the social heritage to growing boys and girls. Throughout the history of education, scholars have set forth challenging theories and viewpoints on the problems of growth and learning. The beginnings of educational psychology are to be found within these.

Psychology, conceived of as the science of behavior, is concerned with the study of man wherever he may be found. It is no longer confined to the laboratory. As an applied science it deals with human behavior in industrial situations, in business situations, in social situations, in educational situations, and in whatever other situations such behavior is involved. Educational psychology may be regarded as psychology applied to human behavior in educational situations.

Aims and Subject of Educational Psychology. Since the adoption of the scientific method in psychology, a large body of knowledge has been assembled. This has led to the development of an increased understanding of problems in the realm of educational psychology. As a result of studies in this field there have emerged certain principles which have been found effective in child development and learning. And, although educational psychology is a relatively new science, its aims and content have become fairly well defined. The aims of educational psychology have been expressed in a committee report as follows:

Educational psychology is concerned primarily with the study of human behavior as it is changed or directed under the social process of education, and secondarily with those studies of processes that contribute to an increased understanding of how behavior is changed and directed through education.

The past few years have seen a progressive refinement of techniques, both experimental and statistical, employed in educational psychology and related fields. These developments have been instrumental in the growth of educational psychology as a science and in the enlargement of the interests of educational psychologists to include a broader category of problems. The educational

psychologist is concerned with learning problems of two general classifications: the immediately practical and the systematic. His studies of a practical nature involve the task of verifying theories and the results of laboratory experiments in actual situations, such as in the classroom. His second obligation is to the total field of scientific knowledge. He seeks to collect data on the learning involved in educational situations and to study the characteristics of such data in terms of their place and use in increasing scientific knowledge about the general characteristics of learning and development.

The Methods of Educational Psychology. Educational psychology as a science concerned with studying problems of growth and development, learning, evaluation, and guidance did not suddenly spring into complete functional existence as did Minerva, the Goddess of Wisdom. It evolved over a long period of time, gradually developing, first from philosophy and then from the field of psychology.

It has already been suggested that educational psychology is especially concerned with studying individuals in educational situations. Since both the individual and his educational environment are constantly changing, it becomes well-nigh impossible to make of educational psychology a pure science. No science, however, is completely free from changing conditions. Thus, a science in terms of exactness is *relative* rather than *absolute* in nature.

The goals of all science are the same — understanding, prediction, and control. These are also the goals of psychology and educational psychology. The student of educational psychology will be taught certain facts and principles about growth and development, the learning process, and personality development and guidance.

The extensive growth studies of individual children have been conducted during the past quarter of a century over a long period of time. This genetic approach recognizes that each child's development is unique in nature and should be interpreted in terms of his own rate of growth. Known as the longitudinal approach, it involves repeated measurements or observations of the same individuals for relatively long periods. The genetic method has been used extensively in studying such problems as the development of locomotion in infants, language development during early childhood, personal-social development during the first two or three years, changes in children's interests in the radio and motion pictures, emotional growth and development during infancy and early childhood, as well as other aspects of the child's growth and development.

Task 1.2. Translate the words:
  biological inheritance
  heredity
  cultural heritage
  to set forth
  challenging theories and viewpoints
  to assemble
  well-nigh

Task 1.3. Make 10 questions to the text, then answer your groupmate's questions.
Task 1.4. Make a summary (15 sentences) to the text.
Task 1.5. Answer the questions:
  a) What is the aim of educational psychology?
  b) How do you understand the notion of cultural heritage?
  c) What are the methods used by educational psychology?
  d) How do you understand the term "educational situation"
  e) What is genetic method used for?

Task 2.1. Revise the formation and usage of Present Perfect Tense.
Task 2.2. Make up a dialogue about travelling using questions and negations in Present Perfect.
Task 2.3. Write down the questions and the short answers.
1. the Coopers / arrive / yet _____? No, _____.
2. you / ever be / in Sweden _____? Yes, _____.
3. Tim / find / his workbook _____? No, _____.
4. he / ever read / a book from Shakespeare _____? Yes, _____.
5. you / ever play / the piano _____? No, _____.
6. you / hear / from Daniel lately _____? Yes, _____.
7. it / snow / this winter _____? Yes, _____.
8. you / sleep / well all night _____? No, _____.
9. she / already finish _____? No, _____.
10. Susan / ride / a bike before _____? Yes, _____.

Тема 3. **Individual / 4 год.**

Task 1.1. Read and retell the text

The individual concerned with the guidance and direction of children should have a clear understanding of the nature of their growth and development. The parent who recognizes that growth follows an orderly process will not attempt to drive the child in his motor, mental, and emotional development. The teacher who recognizes that individual differences exist in the rate of growth among children will not expect all children to produce a similar quality of work in their school assignments.

The newborn infant is a product of two family lines. His development begins with the fertilization of the egg cell. From the moment of conception, the new life is influenced by various environmental stimuli. These stimuli help to mold the potentialities for growth and development which he inherits from his parents. Thus the infant at birth is patterned by hereditary and environmental influences. The interdependence of these influences may be noted in all aspects of the child's development. For example, the development of oral speech must await the maturation of certain physiological structures involved in the production of differentiated sounds. '

The hereditary process. Man is composed of two types of cells: *somatic* and-*germ.* Somatic cells are the body cells not directly involved in reproduction. During the period of growth they divide to produce body growth and to repair cells. The germ cells are specifically concerned with reproduction. They exist from the earlier fertile stage, but do not assume their special characteristics until after the period of puberty, when reproduction becomes possible. The union of the germ cells of the male and female under favorable circumstances produces the fertilized egg, which is the actual beginning of a new life. The male germ cells are referred to as spermatozoa, while the female germ cells are known as ova. The ovum, usually referred to as the egg cell, differs from the sperm in size and shape.

Within a species, all cells, except those involved in reproduction, possess the same complement of chromosomes. In the fertilized egg cell the chromosomes appear in pairs, there being 24 from each parent, making a total of 48. These chromosomes contain a very large number of smaller units, the genes. These genes carry the inheritance of unitary traits, such as the color of the hair. Like the chromosomes, the genes are in pairs, that is, there is one gene for hair color in one chromosome,

and there is another gene for hair color in the homologous chromosome. These genes interact in a number of complex ways. The manner in which they produce the traits of the individual are known as the *laws of heredity.*

The role of selection. The gene combination present in the newly formed embryo consists of two corresponding sets of genes from each parent. This combination produces both similarities and diversities. These similarities may be observed among newborn infants in all areas of the world. However, except for identical twins, there are always differences discernible. These differences appear in their physical appearance, potentialities for development, and dynamic characteristics.

The infant emerges as a physical and dynamic being. From the beginning of its existence the complex organism is a product of two sets of genes. The role of selection is such that a close system of inbreeding will ultimately separate a mixed stock into a genetically pure line.

Environment has sometimes been regarded as a passive place in which an individual's behavior occurs. Such a viewpoint regards the environment as a setting for behavior, rather than as an active stimulating agent. From an educational standpoint, environment may best be thought of as consisting of a myriad of specific stimuli that stimulate the individual to action. Some of these are visible while others, such as the feelings, aspirations, thoughts, and attitudes of others are in the main invisible.

Various attempts have been made to identify the influences of heredity and environment as unique forces. When heredity and environment are studied in relation to the organism, it will be observed that they operate together rather than as separate forces in producing changes in behavior and physical characteristics of the individual.

Task 1.2. Suggest synonyms to the words:
Development
Similarity
Diversity
Guidance
Influence
Force
Dynamic
Area
Identical
Separate

Task 2.1. Read the text
Principles of Growth
As the child emerges from one developmental period to another certain changes may be observed. Studies show that these changes tend to follow certain fairly well-defined principles. These are here referred to as principles of growth. The most obvious change that takes place in children is their growth in size, although growth is not confined to size. It includes changes in complexity, proportion, and qualitative characteristics as well as size. Furthermore, the term *growth* is not confined to physical changes in structure or form, but applies also to the behavior and achievement of children. We speak of growth in language skills, motor growth, social growth, emotional growth, and other aspects of growth. The terms *growth* and *development* have at times been used interchangeably. That there is no clear-cut distinction may be observed from the many different ways in which development is used. The term *development* has been used with reference to changes in complexity and design or pattern, while *growth* has been regarded as change in size. More recently, development has taken on

an enlarged meaning and is thought of in terms of total development. In this case development is closely related to maturation or maturity. This may be observed in such words as child development, adolescent development, and human development. This is the general distinction made between the two terms, when such distinctions are made, in this text.

Development proceeds from general to specific. The early motor responses of the child are mass movements. When the baby reaches for an object he reaches with his whole body. He is able to use the large muscles before he can use the smaller muscles. This may be observed in the kicking of the baby before he can co-ordinate the leg muscles well enough to creep or crawl. The baby recognizes the mother as a large moving object before he is able to discern the characteristics of the parts of the mother. Growth then proceeds from general to the specific, from mass behavior to specific or differentiated movements, and from general forms of behavior to diffuse forms of behavior.

Growth is a continuous process. The various stages of life are often divided into different periods *r* largely for convenience in studying the different stages of development. This, however, has led many people to look upon growth as periodic in nature. There is good evidence from longitudinal studies of individual children that there is an *orderly sequence* for the emergence of different forms of behavior. This should not lead one to conclude that the child's development is inadaptable to certain modifications, although a sound educational program will be cognizant of these behavior patterns which emerge at different stages in the child's development. The scheduled behavior at different age levels shows a gradual and continuous growth in the complexity of behavior performed.

What occurs at one stage of growth carries over and influences the subsequent growth stages. This process takes place at a slow regular pace, rather than by leaps and bounds. It can be stated as a fundamental growth principle that each stage in the development of the individual is an outgrowth of an earlier stage, not a mere addition to it. Deviations in growth may be observed in mental, emotional, and social traits as well as in physical traits. Two children with the same reading ability at the age of seven may reveal significant differences in subsequent years.

The growth rate of each individual is affected by many forces both within and without the body. This has at times been listed as a fundamental growth principle. The prediction of growth is made very difficult by this fact.

It is important for the teacher and others concerned with the education of children to understand individual differences in rate of growth. Parents, likewise, should realize that such differences are normal and that a deviation of one child from another should not be a source of disturbance. The timing of the growth spurt which takes place around the beginning of adolescence will vary considerably from individual to individual of the same sex. The failure on the part of teachers and parents to recognize these differences in the rate and timing of certain growth features is often a source of misinterpretation and faulty guidance.

Task 2.2. Translate words and phrases:
Continuous growth
Deviation
Timing
Faulty guidance
Scheduled behavior
Adolescent development
Subsequent

Task 3. Read and translate the text

More theoretical writing has been done about personality than about any other topic in psychology. The best known of these theories, and the one on which most others are based, is that of Sigmund Freud.

Freud's theory of personality development. Freud believed that the child has certain basic personality factors which develop as he grows older. If his environment is proper, his personality will mature in a normal manner. If his environment is not conducive to normal development, he may form habits, both mental and physical, which are inconsistent and may conflict with social custom. Such personalities can be psychoanalyzed and restructured. Freud believed that it is fundamental for a person to live in accordance with his innate nature.

According to Freud, each person has an instinctive desire for sex and sex-related pleasures as well as a learned desire to curb these instinctive pleasures and satisfy them only in accordance with social customs. It is somewhat analogous to the religious theory of conflict between carnal evil and spiritual good. Freud believed that repressed or subconscious conflicts should be 'psychoanalyzed' into conscious realization so as to avoid their manifestation in compensations, rationalizations, obsessions, projections, sublimations, and other bad personality habits. Each personality should be honest with itself and uncover any repressed desires in its sub-consciousness.

Freud believed that dreams, errors, and word associations, often symbolized the nature of repressed desires. The problem is to interpret them properly.

Some children are much more active than others, they will need more food to furnish the energy used in various activities. Some children will need more rest than others; some will require more of certain mineral content than others; while some will need more sunshine than others. There are many organic needs that appear less important for immediate survival. Some of these include sexual gratification; the craving for sweets; the need for relief from pain; the need to avoid intense light or excessive noise.

Personal or psychological needs. The satisfaction of the organic needs is essential for physical health and life itself. Certainly next to these needs, and within certain limits as important, are the personal needs. The satisfaction of certain personal needs is essential for the development of well-adjusted personalities and good mental health. Some of the most important personal needs will be briefly presented in the following discussions.

Need for affection. The child from the very beginning needs love and affection. Babies need to be cradled and loved, especially when they are being fed. As the child grows older, cuddling tends to give way to other means of showing affection. Affection is expressed verbally or through praise and the avoidance of criticisms. In all forms of affection there exists to some extent the association of two or more personalities. The need for affection, and the values derived from it, may best be described as a two-way affair. This may be observed in the reactions of the infant child to cuddling by the mother. The child early responds with affection to those adults who care for him and give him affection.

One study furnishes good evidence of the value of attention and affection which the child receives in his home relations. Children from homes where they enjoyed the attention of adults showed a more favorable course of development than did children reared in an institution. Concerning the importance of affection for the development of a healthy personality, Menninger has stated: "Among the basic requirements for healthy development of personality probably the most difficult lesson that every child needs to learn — and many adults should, but have not learned — is how to love and be loved."

The need for security. The child needs from the very beginning of life affection and security. It is at this point that the child from the happy home, who is accepted and wanted by both parents has a great advantage. As the child develops, he needs to feel that he is wanted and has a place to fill in his orbit of living

Task 4. Fill in the verb in Past Simple or Present Perfect
1. _____a great film yesterday. (see)
2. _____a cheap laptop? (you ever buy)
3. Sue _____ the flu last winter. (have)
4. A few days ago, we _____ to his uncle. (drive)
5. They _____ bingo on Wednesday afternoon. (play)
6. He _____ the bus to get there. (already take)
7. Last week my rabbit _____ away. (run)
8. We _____ a lot last Sunday. (do)
9. _____in India? (she ever be)
10. I _____meet last Monday. (meet)
11. She _____yet. (not wake up)
12. I _____her since last Thursday. (not meet)
13. _____well last night. (sleep)

14. I _____a letter from her two days ago. (get)

15. They _____in Germany. (already arrive)

Тема 4. **Social growth** / 4 год.

Task 1.1. Read the text

Appreciation of others. There are several ways to teach children to develop sympathy for and an appreciation of others. Learning to live with others, to share experiences, to take turns, and to work together on common problems, are parts' of the child's character development resulting from maturation and experiences. The teacher can, however, guide the child in his experiences so that he will develop those habit patterns essential for good social relations. Perhaps the first essential is for the teacher to be relatively free from personal problems. The teacher who is frustrated, or who is so engrossed in her own personal problems that she is unable to comprehend the children's problems in relation to their background is not in a favorable position to guide children in their social development. An important element in the child's social development is that of solving difficult personal problems. Once these have been solved, guidance in social development is much easier. The use of the socio-drama technique has been found useful in helping the child understand the needs and problems of others. One child who was inclined to 'bully' other children was given the role of a child who was mistreated by two of his classmates. Playing this role enabled him to better appreciate the feelings of the child who was mistreated. This seemed to have had a beneficial effect upon his behavior.

If the teacher expects to be successful in the guidance of the child's social development he must look beyond the classroom into the home and community problems that the child faces. The school has set up rather specific learning situations to which pupils are expected to respond. Most children learn to respond favorably to these situations, all of which becomes an acquired *school behavior*. This, however, does not usually carry over into most home and community situations. The teacher may also explore the nature of these out-of-school problems. By understanding the background of such problems she is better able to cope with them. One twelve-year-old youngster resented the fact that he oftentimes had to look after a baby brother at night when his father and mother went out for the evening. When the boy was led to see that only through his care of the baby were his parents able to enjoy some social recreation, he took a different attitude toward the situation.

Task 1.2. Make up 10 questions to the text.

Task 2.1. Read the text.

Although the studies cited refer to changes and attitudes among boys, the same developments take place, of course, in girls at the onset of pubescence. These changes appear at an earlier age for girls than for boys and aggravate the socializing problem in the seventh, eighth, and ninth grades. In their reading interests girls choose books bearing on romance. In their activities they prefer things involving both sexes. At this time they tend to give up sports and make an intense effort to be ladylike and play the feminine role.

Formation of friendships. Since the problems and needs of adolescents draw them together, at this stage close friendships are formed. Cliques are formed, with some adolescents failing to be included in any clique. Childhood friends are drawn largely from the same neighborhood and from the same room in school. As the child grows older, propinquity loses its supreme importance and other factors appear. There is a tendency on the part of preadolescents to select friends of the same chronological and mental ages. Among older adolescents, Jenkins noted that similarity of interests and **a** similar socio-economic background are important factors. Girls, in particular, tend to choose friends from a similar socio-economic background. Boys are somewhat more democratic in their choice of friends and formation of groups, although their best friends usually come from a similar class group.

Among boys and girls at this age level are those who may be termed 'isolates' — individuals who for one reason or another have no close ties with other members of the group. In a study conducted by Wisenbaker sixty-six ninth-grade girls were asked to list their first four choices of friends.

Several closely united cliques may be observed in this study. In each of these there is one girl who ties the group together. This girl may be thought of as the leader of the clique, and in one **or** two cases was also chosen by a number of other cliques, which tended to broaden her leadership influence. Five girls were not chosen by any member of any group, and in no instance did either of these five choose each other. Most of the choices made by these girls were for girls not in the junior class. Some of these girls chose boys, although the instructions implied that the choice was to be for girls. A careful study of the 'isolates' revealed that they failed to participate in class projects of various kinds, school clubs, and lacked confidence in experiences involving social skills. However, there was no single pattern which characterized the 'isolate'. The non-isolates were found to be more stable emotionally, to have fewer absences from school, to have a greater variety of interests, to be more interested in being with people and sharing experiences, to participate in class and extra class activities to a greater degree, and to come from homes with higher socio-cultural standards.

It is clear that there is a need for the school to attempt to help the 'isolate' make satisfactory adjustments, where such adjustments are lacking. There are perhaps cases where the 'isolate' is personally adjusted in activities which do not involve group enterprises. Certainly all 'isolates' are not mental hygiene problems. The school has a unique opportunity to help children and adolescents in their social and character growth through understanding the needs and problems of each individual and attempting to meet them through carefully organized experiences and sound guidance.

Stability of friendships. The factors upon which friendships are formed early in life are not sound enough for them to be very lasting. However, as propinquity tends to give way to common interests, goals, and needs, there is a greater stability of friendships manifested. This has been shown by Horrocks and Thompson in a study involving 533 girls and 436 boys. For both boys and girls there is a decided tendency toward an increased stability of friendship with age. The girls show a greater

increase than the boys, which is in harmony with the tendency for girls to form closed cliques to a greater extent than boys.

Task 3.1. Change the direct speech into indirect:

- *He works in a bank*
- *She said she will come*
- *I was waiting for the bus when he arrived*
- *I have never been here before*
- *I didn't go to the party*
- *They will come later*

Task 3.2. Make up 10 questions than turn them into indirect ones.

Тема 5. **Mental growth** / 4 год.

Task 1.1. Read the text
    From babbling to words. The age when the first word is spoken varies in individual children. Some children arrive at this one-word stage as early as ten months; however, the majority of children do not reach this stage until one or two months later. One of the reasons why investigators differ in their findings concerning the beginnings of speech results from the difficulty of distinguishing between babbling sounds and the first word. There is good evidence, however, that the vowels, particularly *a* and *u,* are used first, while such sounds as /, r, and *v* are last to appear. Parents, in particular, are likely to interpret certain early babbling sounds as words, since such sounds as *ma, pa,* and *da,* when repeated, tend to form such words as mama, dada, and papa. Questions may be raised about how babbling sounds become transferred into words. A partial answer lies in the fact that the child learns his native tongue — the language of his environment. The fate of the deaf child who fails to learn to talk, since he cannot hear the sounds made by others, emphasizes the importance of a model and imitation.
    The importance of maturation in the development of speech has been investigated by a number of students of this problem. It is pointed out that if training is to be effective it must be in harmony with the individual's stage of maturation. In this connection, Lois Strayer found that a given amount of language training, at eighty-nine weeks of age, was more beneficial than similar training given at eighty-four weeks. Using identical twins as subjects, she noted that the twin who at eighty-nine weeks had not been given special training, acquired within twenty-eight days a vocabulary which equaled that of the twin who had had five weeks of training previously. Furthermore, she noted that the response pattern of the twin, given the special training at the later date, was more mature than that for the other twin. It appears that the spontaneous sounds made by the child emerge in the child's life activities as a result of maturation, and that his acquisition of words will depend primarily upon the sounds that he hears and upon his maturational level.
    The growth of vocabulary. A number of investigators have concerned themselves with the growth of the child's vocabulary. These studies contain valuable information about the nature and size of the average child's vocabulary, at different age levels. Studies of vocabulary growth during the preschool years agree that there is a rapid growth after the age of two years. The average child at age six may use approximately 2500 words. The rate of development of children will vary in their vocabulary growth as a result of such factors as heredity, home background, educational opportunity, and general experiences.

Task 1.2. Comment of the meaning of words:
Babbling
Imitation
Maturational level
Response pattern
Twin
Heredity

Task 2.1. Read the text
The role of family and school. Influence of language development.

Family influences. The most important factor in the personal-social development of the individual child is the family. First, the family furnishes the child with his earliest steps in socialization. Second, the family group is personalized in nature. There is usually a close relationship between the different members of the family with many of their activities being emotionalized. This is reflected in the habits of the family, in the manner in which discipline is administered, how they observe religious occasions, and in the attention given to each other in times of sickness, and the like. Third, the influence of the family is continuous and over a long period of time. It begins with birth and usually extends even beyond the death of the parents. Fourth, the family ideals, desires, goals, and values are ever-present and are transmitted to the child. These may conflict with those found elsewhere, and in some cases conflict within the family circle. This conflict of ideals itself is a factor in the socialization of the individual child.

The general pattern of the family is important. This includes such factors as the age of the parents, number of children, sex of children, ways of arriving at decisions on the activities and welfare of the family. It is in the family that the child first feels the influence of authority. It is here that his activities are restricted and his freedom limited. The manner in which this authority is administered is important in the socialization of the child.

The effect of parents' treatment on the behavior of their children was studied by Grant. Five characteristics of parental behavior were studied. The ratings of these characteristics were correlated with the ratings of certain types of child behavior. Since such ratings are hot highly reliable, one would not expect high correlations; however, some interesting and useful relationships were indicated. The correlation encourages the development and expression of ideas, and is logical and consistent in its treatment of the child makes for self-reliance, resourcefulness, and habits of responsibility among the children. As a converse to this, the overprotected child lacks self-reliance, is unable to play in groups, displays nervous habits, is inclined toward sadism, and is insecure.

The social class of a child's family determines not only the neighborhood in which he lives and the group with whom he associates and plays, but also the goals, aspirations, and social skills of the individual child. Although there are frustrations among children from all economic groups, the frustrations of children from homes of poverty have greater social significance, since they lead to aggressive acts which in turn lead to the courts. Stealing and immorality are outlets often resorted to by children from the lower economic groups in their efforts to adjust to frustrations; while more socially acceptable outlets are usually found by those in better circumstances. A study by Emil Heinz was concerned with class status and adjustment problems of junior-high-school pupils. She found that class status was most important in connection with pupil adjustment in the areas of curriculum, relations with school administration, and the social life of girls. It is at this time that "isolates" among girls appear in large numbers. Lower-class boys showed a strong desire to leave school and felt that teachers overemphasize good order and conduct, and fail to appreciate their efforts and good school work.

The importance of class status on the socialization of the child must be understood by those concerned with his training, if the optimum results are to be obtained. The failure of so many teachers to understand this with children from underprivileged environments is perhaps the source of more teacher-pupil problems than any other single factor. Allison Davis has shown that class differences appear in the training of children during infancy and persist throughout childhood and adolescence. It is of paramount importance for teachers to learn about the values, outlooks, aspirations, and socialization processes found at different levels in our social structure. ***The role of the school.*** There is a common assumption that children who read a great deal are not socially acceptable to their class-mates. The validity of this assumption was tested by Mitchell with 873 sixth-grade pupils as subjects. Social acceptability was measured by the *Guess Who Test.* Scores for each child were obtained from a tabulation of the number of times each child was mentioned by his classmates as indicating the behavior described by the items in the different categories of the test.

Task 2.2. Translate the sentences:
- The general pattern of the family is important.
- The most important factor in the personal-social development of the individual child is the family.
- The manner in which this authority is administered is important in the socialization of the child.
- It is at this time that "isolates" among girls appear in large numbers.
- The importance of class status on the socialization of the child must be understood by those concerned with his training, if the optimum results are to be obtained.

Task 2.3. Make a summary to the text (10-12 sentences).

Task 3. Speak on the i***nfluence of language development.***
The child's social growth is profoundly influenced by his language development. Through language he not only expresses his thoughts and feelings to others but he understands something of their thoughts, feelings, and desires

Thus, language enables the child to understand others better and gives him a ready means of influencing their behavior. A great amount of conversation may be observed in a group of preschool children at play, even though much of it may relate only to the speakers and their exploits. Language is perhaps less important for the social life of the preschool child than for the preadolescent and adolescent. At this stage it becomes a major means for making social contacts. Much of the social behavior of such groups consists of conversation or physical activities in which language is used. The interrelation of language development and social growth is another illustration of the principle that all growth is interrelated.

Nursery-school and kindergarten experiences. Studies of the effects of nursery-school attendance show that the experiences encountered there are beneficial to the child in the development of emotional control and the ability to enter into social contacts. The importance of such experiences will depend largely upon the needs of a particular child. The preschool child who does not have the opportunities to play with other children is most in need of nursery school and kindergarten experiences. If such opportunities are delayed until he is six years old he will be at a loss when he enters school, especially if he has not acquired the skills and play techniques used by the group with whom he is in close contact at school. Such a delay often means the beginning of the "isolate"— the withdrawing type of child. On the other hand, if the child has learned some of the skills and techniques before he enters school, and if he has had some opportunities to play with children of his age level, he may within a relatively short period of time become an active participant in the activities of his group.

Task 4. Make up your own 10 sentences using the passive voice

Тема 6. **Interests** / 6 год.

Task 1.1. Read and translate the text

Interests: Their Nature and Development

The significance of interests. Although the existing interests of a particular child may be faint or limited in scope, they furnish the basis for possible expansion toward new experiences. Take the interest of a ten-year-old boy of Utah in a copper mine, which he has recently visited. Such an interest can lead to a wide range of learning activities such as a study of copper mining in other areas of the world, other type of mines, the uses of copper, and the like. The objective of the teacher should be to find out more about the nature of children's interests so she can relate the school work more closely to such interests. In this way educational activities become personal, worthwhile, and meaningful to the individual child.

The presence of interest in a school activity tends to insure increased attention and learning on the part of the pupils, while its absence leads to boredom, restlessness, and poor learning. The teaching of spelling and writing becomes much easier when the boy or girl writes a letter to Santa Claus or an invitation to his parents to attend a school play in which he participates. Boys have little trouble learning to add and subtract when making change for customers on a paper route. The learning of physics is enhanced when the pupils are able to see its use in many situations around the home and on the playground. *The role of learning.* One must not infer from the foregoing discussion that interests appear as some innate or mysterious force ready-made for the teacher to use in guiding the pupil in his school work. Actually, interests are learned as is the case for any other learning process. Furthermore, they are not learned as something separate and apart from certain motor skills, concepts, and habit patterns. They are an integral part of any learning which is satisfying to the individual concerned. The pupil will develop an interest in counting when it helps him figure out how many cousins he has, or how many days are left until his next birthday. The child who has spent a pleasant summer vacation in the White Mountains of Vermont will show an increased interest in mountains and the things which he associates with them. Thus, an educational policy of utilizing existing interests in promoting learning may be somewhat misleading. Certainly any sound learning procedures will attempt to develop more interests. The experience of the child while singing should promote a wide curiosity about music in general.

Interests, attitudes, and values. The experiences of the pupil in a civics class should lead to an increased interest in community activities and government.

A child's interest in a particular object, condition, or activity will be limited by his ability to understand and interpret it and by the extent to which it is satisfying to him. It has already been suggested that interests are learned. They grow out of experiences conducive to the satisfaction of the child's needs. Such experiences should be meaningful, significant, and successful. One cannot be interested in a situation that is completely meaningless, except as it might suggest something that is meaningful. This does not mean that the complete operation of all elements of the situation must be understood. A ten-year-old girl may not understand everything about the play life of Navaho Indian children, but display a rather keen interest in this as a result of a trip through Arizona and Utah. There

were aspects of their life which interested her, which tended to arouse her curiosity about other aspects of Navaho culture.

Children of the same age and general background will not display identical interests. The child who is able to sing and keep time with music at an early age will in all probability show considerably more interest in music than will the child with less musical ability. The child who can catch balls and bat balls well will be more anxious to take part in activities involving these skills than will the boy lacking athletic ability. Thus, the interests of a particular child are likely to be closely related to activities which he can perform successfully.

Task 1.2. Translate the words
faint
expansion
copper
mining
meaningful
boredom
restlessness
enhanced
guiding
anxious

Task 1.3. Answer the questions
How do you understand the term "interest"
What are the motor skills?
What is the role of learning?
What is the difference between values and attitudes?
When can children show identical interests?

Task 2.1. Read and translate the text

Interests in play. Play tendencies may be observed among children very early in life. This is a normal activity for the healthy child. It appears spontaneously when the healthy child is well fed, rested, and uninhibited in his activities. In one sense play may be thought of as a mental attitude taken toward an activity. When the activity is performed primarily for joy or pleasure it takes on the characteristic or nature of play. The idea of learning to play is somewhat erroneous, rather we learn how to play certain games.

Although there are important changes of play interests with age, there is no single age at which there is an abrupt change in the nature of interests. Early studies by Lehman and Witty revealed that the changes of play interests that characterize a given age appears to be gradual in nature, in harmony with other growth changes taking place. For example, five-year-olds like to play with blocks; however, this interest is not suddenly dropped when the child turns six and enters the first grade at school.

The personal interview method was used in determining the games preferred by children from grades one through six. The games mentioned by the children were classified into five groups: (1) singing games, (2) traditional games, (3) newer games, (4) adult sports, and (5) card and table games. The similarities in the play activities of the children from the two environments were greater than the

differences. This may be accounted for in a large measure through similarity in habits and customs and the widespread means of communication found in our culture. The predominance of the traditional forms of play behavior in the lower grades suggests that the school programs are quite similar in the two environments. The prevalence of singing games in play shows the appeal of rhythmic experience at this age level. The traditional games are the oldest and most classic example of the influence of adult culture upon growing children; while the newer games reveal the influence of the contemporary civilization and the school program. The kinship of adult culture with the games of pre-adolescent and adolescent boys and girls is usually very clear. This may be noticed in the case of the major sports of college and adult life. These are engaged in by elementary-school and high-school boys in all parts of the United States. The card and table games reflect the influence of smaller select groups of adults and are engaged in most frequently by children from the privileged environment.

The contrasting environments of the schools suggest an economic basis for certain cultural patterns of play. The children from School B (restricted environment) were called upon to help with more household duties. They favored the traditional games. The higher economic level of the children in School A gave them the means and opportunity to mingle together more in co-operative endeavors. They also displayed more interest in adult forms of recreation very early in life.

Reading interests. The reading interests of kindergarten and elementary-school children tend to follow a more or less definite pattern. These children like stories that are short and profusely illustrated about animals, fairies, and other children. There is a gradual change from fantasy to fact, although the boys at all age levels show less interest in fairy stories than girls. At an early age they delight in Indian and cow-boy adventures.

Interests in radio and television. Studies of the types of radio programs preferred by children show that they follow rather closely their interests in reading. At two years of age the child dances and follows a simple rhythm to the sound of the radio or phonograph. He is attracted to the activities of puppets and children on the television. The interests in particular programs develop rapidly after the age of five, so that by the age of seven and eight they dislike missing their favorite program. A study of the interests of boys and girls from grades five, eight, ten, and twelve by Brown showed that mystery plays were liked by a large percentage of pupils at the different grade levels, with the possible exception of twelfth-grade girls. The radio and television interests of children will vary considerably, depending upon such factors as opportunities for seeing and listening to different programs, other interests of the individuals concerned, and special needs. In general, there is a decline of interest in radio programs as children reach adolescence and extend their range of interests.

Task 2.2. Make a short summary of the text

Task 2.3. Write out unfamiliar words and compere your list to your partner's.

Task 3.1. Read the text

Manifestations of Character Formation. Character formation begins very early in life. It is at all stages interrelated with social growth; therefore much of the discussion of social growth includes certain aspects of character formation. Like social growth it has its beginning in infancy and develops in harmony with various cultural forces which the child encounters. It is the product therefore of the interaction between the living child and his environment. It may be stated as a general postulate that

character is largely lacking in the child during early infancy. Its nature and formation will depend upon the hereditary characteristics of the individual child and his reactions to conditions and forces in his environment.

Aggression and character development. Aggression appears as a fundamental characteristic of all living organisms. This is one of the factors that distinguishes the animate from the inanimate. It is this elemental characteristic that enables the organism to reach out and mold its environment for the satisfaction of basic needs and the sustainment of its own life. As the infant emerges from undifferentiated mass action to more specific types of behavior he is brought under the control of the physical and social forces about him. He must learn to direct his behavior in harmony with the realities of life. He is not equipped by heredity to satisfactorily meet and cope with the elements in his environment. Thus, he is constantly faced with serious conflicts. This may be observed in connection with hunger. In our society he will be fed partially upon a schedule rather than at any time a hunger pang is experienced. It is the ways in which he learns to meet conditions about him that habit patterns, which may be referred to as character, emerge. Emphasis upon aggression in the emotional growth of the child is essential for **a** deeper understanding of the integrating and differentiating nature of character growth.

Any observer of children is aware of the conflicts which appear among them. The causes of quarreling and conflicts may be quite simple, such as accidentally bumping into each other. The preschool child quarrels and fights frequently when he plays with others of his age level. These early conflicts are of short duration, many times lasting only a minute or two. Preschool children seldom hold any resentment for any long period following a conflict. Appel noted that approximately 36 percent of conflicts among preschool children centered around the possession of property, while another 23 percent was the result of intrusion and rejection of companionship.

Conflicts continue to occur between children as they grow older and are much in evidence during their years in the primary grades of the elementary school. They are caused by factors similar to those in evidence at an earlier age. Conflicts occur less frequently as children approach adolescence. This results from lessons which children have learned in social relations rather than because of physiological changes.

Moral growth. Children reflect the values, ideals, and practices of the adults with whom they come into contact in their everyday lives. Very early in life a child learns to submit to adult demands, even though such demands may be contrary to his own desires and wants. He learns that "no, no" means "he must not," and he learns to accept certain forms of behavior.

During the process of learning what he can do and what he cannot do, according to adult standards, a child is likely to display many emotional outbursts, since there are constant interferences to the satisfaction of certain needs or wants. When he arrives at the nursery school he brings with him habit patterns which are somewhat in harmony with actions acceptable to his parents. However, here he learns that certain things are not acceptable which were acceptable at his home. He furthermore learns that certain impulses must be controlled in order to carry on a co-operative educational program involving many other children. By the time he reaches the third or fourth grade in school pressures and fears involving social behavior have become an important part of his moral and social life. The child learns both from adults and his peers what types of behavior are acceptable and what types are not acceptable. This learning is a fundamental part of his moral growth.

Task 3.2. Suggest the written translation of the sentences

- Character formation begins very early in life.
- He must learn to direct his behavior in harmony with the realities of life.
- He is not equipped by heredity to satisfactorily meet and cope with the elements in his environment.
- Thus, he is constantly faced with serious conflicts.
- Any observer of children is aware of the conflicts which appear among them
- Preschool children seldom hold any resentment for any long period following a conflict
- Conflicts occur less frequently as children approach adolescence

Task 3.3. Retell the text.

Task 3.4. Make a list of 15 positive and 15 negative traits of character. Compare that to your partner's.

Task 4.1. Fill in the gaps with conditionals

1. If I _____ *(to study)*, I _____ *(to pass)* the exams.
2. If the sun _____ *(to shine)*, we _____ *(to walk)* into town.
3. If he _____ *(to have)* a temperature, he _____ *(to see)* the doctor.
4. If my friends _____ *(to come)*, I _____ *(to be)* very happy.
5. If she _____ *(to earn)* a lot of money, she _____ *(to fly)* to New York.
6. If we _____ *(to travel)* to London, we _____ *(to visit)* the museums.
7. If you _____ *(to wear)* sandals in the mountains, you _____ *(to slip)* on the rocks.
8. If Rita _____ *(to forget)* her homework, the teacher _____ *(to give)* her a low mark.
9. If they _____ *(to go)* to the disco, they _____ *(to listen)* to loud music.
10. If you _____ *(to wait)* a minute, I _____ *(to ask)* my parents.

Task 4.2. Complete the negative sentences

1. If Oliver _____ *(to find)* money, he _____ *(not/to keep)* it.
2. If they _____ *(not/to wear)* pullovers in the mountains, it _____ *(to be)* too cold during the night.
3. If Tony _____ *(to know)* her phone number, he _____ *(not/to give)* it to Frank.
4. If we_____ *(not/to visit)* this museum, we_____ *(not/to write)* a good report.
5. If it _____ *(not/to be)* so late, we_____ *(to play)* a game of chess.
6. If Jeff_____ *(not/to like)* Jessica, he _____ *(not/to buy)* her an ice cream.
7. If I _____ *(to be)* you, I _____ *(not/to go)* to Eric's party.
8. If you _____ *(to drop)* this bottle, it _____ *(not/to break)*.
9. If she _____ *(not/to bully)* her classmates, she _____ *(to have)* more friends.
10. If he _____ *(not/to print)* the document, I _____ *(not/to correct)* it.

Тема 7. **Motivation /** 4 год.

Task 1.1. Read the text about *The Nature and Characteristics of Motivation*

IT IS WELL RECOGNIZED by all successful teachers that motivation on the part of pupils is essential for effective learning. Since motives are revealed in many ways and are often subtle in nature,

it is often very difficult for the teacher to understand them. Two children may attempt to complete their arithmetic assignments for entirely different reasons. Also, two children may give entirely different expressions to similar motives. This may be observed by the different techniques used by children to get attention. One may be boisterous but not especially disorderly, while the other may resort to mischief and disorderly conduct. The understanding of a pupil's motive for studying, co-operating, and displaying initiative, is most important. However, the teacher must also be able to direct these motives so as to develop desirable habits and useful skills among the pupils.

The meaning of motives. Motives in relation to school learning should be thought of both in terms of the pupils and of the teachers. In the case of the pupils, motives are conditions within the organism which initiate activity in connection with some goal. Terms which have been used somewhat synonymously with motives include drives, needs, purposes, impulses, etc. Some of these are largely a result of the physiological nature of children, while others are an outgrowth of cultural conditions and demands. Hunger and fatigue are motives which are based upon the physiological needs of the individual. Co-operation and competition as motives are closely related to cultural forces. The motives resulting from cultural forces are sometimes very puzzling to the teacher, since different subcultures operate to develop different motives. Modern anthropologists have shown that differences in motives and behavior among different tribes are closely related to cultural differences in child-rearing, education, and socialization in general.

The drive or motivating aspect of learning puts the emphasis upon the organism rather than upon the environmental stimulus. It is the 'whole' organism which selects certain types of responses to an environmental situation, not some 'mind' or 'will' acting independently of the organism. Increased motivation leads to increased attention on the part of the individual to the particular situation.

The motives of teachers cannot be detached from the learning situation. The things teachers expect of pupils, their values and anxieties affect their relations with the pupils and the learning situation. The motives of pupils cannot be detached from those of their parents and teachers, where these are at variance with each other, learning and adjustment difficulties occur. Character and personality development are outgrowths of the educative process. The motives of the child are of utmost importance in determining the nature and direction of his development. However, when it is realized that many motives are acquired, the importance of education and guidance can be more readily understood. Thus, the task of the school is not only to make use of the child's motives in enhancing the learning process but to modify existing motives and build new ones in harmony with the goals of the schools and of society. *Incentives.* An incentive has been defined as "a goal object toward which a behavior sequence is directed." Examples are food, grade in school, a position on the football team, or a poisonous snake which may produce an avoiding response.

Incentives differ from motives in that they exist as something apart from the individual. They may be described as objects or situations which when attained have the possibility of satisfying some motive. Motivation, as used nature of the organism makes this inevitable. However, the needs and dynamic nature of the individual are continuously undergoing changes as a result of this interaction. Furthermore, these changes are a result of learning. It was pointed out earlier that motives are primarily learned. It is the function of the teacher to guide the child in the development of desirable motives in relation to the learning of the school tasks.

Due to the psychological nature of individuals they tend to react favorably to situations that inflate their *ego* and unfavorably toward those that deflate it; favorably toward areas where success is experienced and unfavorably toward those where failure is experienced. In all cases the individual, with his aspirations and goals relative to the status of the *self,* is involved.

Task 1.2. Make up 10 questions to the text, answer the partner's questions.

Task 1.3. Suggest synonyms to the words:

Result
Individual
Situation
To motivate
Nature
Direction
Emphasis
Aspiration
Goal
Education

Task 2.1. Read and translate the text
Motivation in School Practice

The various experiments on motivation and learning show clearly that there are no special tricks to motivation. Motivation of learning is not something mysterious which the teacher can draw upon for teaching geography, arithmetic, and other aspects of the school program. The teacher's personality, the nature and dynamics of the group, the interests of the pupils, the home and school environments, and various forces within the community, will have important effects upon the drives and motives of the individual pupils. There are, however, certain school practices which tend to enhance motivation in learning, while other school practices have a detrimental effect.

Marks and grades. The use of marks and grades as motivating devices are almost universal, although there have been some outstanding modifications of this practice by some schools during the past several decades. For many years a large percentage of elementary and secondary schools advanced pupils from grade to grade on the basis of marks earned from subject-matter tests. Failure of from 20 to 30 percent of pupils in the first-grade was quite common, and the failure practice was used quite extensively throughout the grades. The fear of low marks and the threat of failure was considered by many as a desirable motivating device. There is good evidence that children held back with younger children do not as a general rule do as well with their school achievement as children of the same educational ability who proceed through the grades with their own age group. Furthermore, the social and emotional effects of non-promotion are likely to be harmful to many children.

A desire to win for the sake .of winning, and the frustrations resulting from failure in such competition, may be aggravated by parents who seek to realize their own ambitions through their children. The awarding of prizes and school marks are indicators to the individual of his status. However, there is no particular reason to believe that he will not recognize his deficiencies in the absence of these. These no doubt serve as incentives for many children; however, the teacher should guide the pupils in the development of intrinsic interests and goals as motivating factors. If all motivation is related to incentives, in the nature of prizes and grades, there will be little continuity in the form of goal-seeking behavior.

Knowledge of results. Grades are designed to give the pupil a knowledge of how well he is getting along with his school learning. They also give pupils information about their relative standing in class in comparison with the other members of the class. When the student receives a grade of A, and he realizes that only a few students received such a grade, he is at once made aware that he ranks as one of the best in the class; whereas a grade of D or F leads him to realize that he is among the poorest students. He is less worried about a low grade if there are many other students receiving a like grade.

One of the early experiments on the effects of knowledge of success was conducted with 358 fourth-grade children. The experimental group kept individual progress charts and made graphic charts of their progress in arithmetic, fundamentals during the 21 weeks period of the experiment;

while the pupils of the control group were not informed of their scores during this time. The gains of the experimental group were significantly greater than those of the control group. These differences were greatest for those in the upper quartile of the class and least for those in the lower quartile, indicating that knowledge of progress is more effective for average and superior students and less effective for the inferior ones.

A definite goal and a clear knowledge of the progress that one is making toward that goal are very important motivating forces. A boy who is trying to gain weight will be motivated to eat **a** well-balanced diet in order to achieve his goal. He will be further motivated if he can note from time to time the progress that he is making toward reaching his goal. This form of motivation is built upon the notion that "Success breeds success." Success in making progress toward one's goal is one of the most important motivating forces for the individual. This success can very well be brought to the student's attention from time to time through giving him information about the progress he is making.

Task 2.2. Speak about tools, means and motives of motivation at school.

ЗАВДАННЯ ДЛЯ САМОПЕРЕВІРКИ

1. What is educational psychology?
2. What is the subject of educational psychology?
3. What are the aims of educational psychology?
4. What methods are used by educational psychology?
5. How can describe a newborn infant from a psychological viewpoint?
6. What is hereditary process?
7. How do you understand selection?
8. What is the role of environment in individual's behavior?
9. What are the main principles of the growth of a child?
10. How do you understand the term "development"?
11. What is growth rate?
12. How do you understand "appreciation of others"?
13. What is language development?
14. What factors influence language development?
15. What is mental growth?
16. Why is maturation important?
17. What is social maturity?
18. What is friendship from a psychological point of view?
19. What is the influence of the family?
20. What is the role of school in character formation?
21. What are the manifestations of character formation?
22. What is moral growth?
23. What is aggression?
24. How do you understand the term "interest"
25. What are the motor skills?
26. What is the role of learning?
27. What is the difference between values and attitudes?
28. When can children show identical interests?
29. What is the role of books in character development?
30. Speak about Freud's theory of personality development
31. What are personal needs?
32. Explain the essence of the need for security
33. That is the meaning of motives?
34. What is an incentive?
35. What are the means of motivation at school?

ПЕРЕЛІК ПИТАНЬ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ

1. Educational psychology, its subject and aims
2. The methods of educational psychology
3. Newborn infant, child, individual
4. The role of hereditary process, selection and environment in individual's behavior
5. The main principles of the growth of a child
6. Development of the individual, growth rate
7. Social growth, appreciation of others
8. Language development, the main factors that influence language development
9. Nursery school and kindergarten experience
10. Mental growth. Maturation and social maturity
11. Formation of friendship, stability of friendship
12. Family influences
13. The role of school in character formation
14. Manifestations of character formation?
15. Aggression and character development
16. Moral growth
17. The significance of interests
18. The role of learning
19. Interests, attitudes, and values
20. Types of interests
21. Freud's theory of personality development
22. Personal needs and psychological needs
23. The need for affection and the need for security
24. The meaning of motives
25. Motivation in school practice

Форми і методи контролю

При вивченні курсу «Іноземна мова за професійним спрямуванням» для активізації навчально-пізнавальної діяльності здобувачів освіти, науково-педагогічним працівником можуть використовуватися такі форми навчання як практичні заняття, самостійна робота студента із використанням таких методів: комунікативі методи, інтерактивні методи, ігрові методи, метод моделювання, вправи, пояснювально-ілюстративний метод (інформаційно-рецептивний), репродуктивний метод, тренувальний, сугестопедійний.

Форми оцінювання: екзамен, фронтальне опитування, контрольна робота, доповіді, експрес-опитування, тестування знань, лабораторна робота, усне опитування, презентація, ситуативні завдання, самоконтроль.

Методи поточного контролю – це оцінювання навчальних досягнень студента протягом навчального семестру за національною чотирибальною шкалою усіх видів аудиторної роботи (практичні заняття, самостійна робота). Поточний контроль відображає поточні навчальні досягнення студента в освоєнні програмного матеріалу дисципліни і спрямований на необхідне корегування самостійної та індивідуальної роботи студента. Сюди входить: методи усного контролю – бесіда, розповідь студента, роз'яснення. Основою усного контролю слугує монологічна відповідь студента (у підсумковому контролі це більш повний, системний виклад) або запитально-відповідна форма – бесіда, у якій викладач ставить запитання і чекає відповіді студента. Усний контроль, як поточний, проводиться на кожному занятті в індивідуальній, фронтальній або комбінованій формі, можуть застосовуватися дидактичні картки, ігри, технічні засоби.

Проміжний контроль – контроль, який проводиться з метою виявлення і попередження неуспішності студентів. Проведення проміжного контролю ініціюється проректором з науково-педагогічної роботи чи деканом відповідного факультету. Проміжний контроль виставляється на підставі: поточної успішності. Проміжний контроль виставляється за національною шкалою. Результати проміжного контролю виставляються викладачем у «Журналі обліку роботи викладача» та у «Журналі обліку роботи академічної групи» але не враховуються у загальному розподілі балів і не включаються до жодного виду робіт із коефіцієнтом.

Контрольний захід (Модульна контрольна робота) забезпечує глибоку і всебічну перевірку засвоєння, оскільки вимагає комплексу знань і умінь студента. Тестові завдання складені таким чином, що передбачають тільки одну правильну відповідь. Для розв'язання тестів студенту необхідно володіти програмовим матеріалом.

У відповідності до вимог об'єктивна оцінка рівня знань з боку викладача оцінюється наступним чином:

- під час написання контрольної роботи з дисципліни «Іноземна мова за професійним спрямуванням» кожен студент отримує завдання, що містить 40 тестових завдань. На написання контрольної роботи відводиться 45 хвилин. Форма проведення: письмова (комп'ютерна). Оцінку «відмінно» отримує студент за 36-40 правильних відповідей; «добре» - за 30-35 правильних відповідей, «задовільна» - за 20-30 правильних відповідей, менше 20 правильних відповідей – оцінка «незадовільно».

Критерії оцінювання знань студентів при складанні заліку

Присутність студента на заліку є обов'язковою. Форма проведення заліку комбінована і відображається у робочій програмі навчальної дисципліни. Залік з навчальної дисципліни

виставляється викладачем за результатами поточного контролю та контрольного заходу (модульної контрольної роботи), помноженого на ваговий коефіцієнт. Залік виставляється викладачем автоматично за умови, якщо студент виконав усі види навчальної роботи, які визначені робочою програмою навчальної дисципліни і його середньозважений бал знаходиться у межах 2,51….5,00. Підсумкова оцінка з дисципліни диференціюється за національною шкалою («зараховано, «не зараховано»), 100-бальною та шкалою ECTS.

Для студентів заочної форми навчання підсумковий контроль проводиться в період заліково-екзаменаційної сесії за обов'язкової присутності студента. Для складання заліку студентами заочної форми навчання викладачем розробляються білети, які складаються з трьох теоретичних та тестового різнорівневого завдання. Кожне питання білету оцінюється за національною шкалою і визначається як середньоарифметичне всіх складових відповіді на заліку. Підсумкова оцінка з дисципліни диференціюється за національною шкалою («зараховано, «не зараховано»), 100-бальною та шкалою ECTS.

Список рекомендованих джерел
Базова

1. Англійська мова : навч. посібн. / С. Ю. Кондратюк, О. Д. Муляр, Т. М. Рибак, С. В. Журавель. Київ : ЦУЛ, 2008. 136 с.
2. Биконя О. П. Завдання для самостійної роботи з англійської мови за професійним спрямуванням : Реком. МОНУ як навч. посібник для студ. ВНЗ. Вінниця : Нова Книга, 2010. 224 с.
3. Борщовецька В.Д. Англійська мова : Навч. посібник. Київ : Центр учбової літератури, 2008. 154 с
4. Верба Л. Г., Верба Г.В. Граматика сучасної англійської мови : довідник. Київ : Логос, 2004. 352 с.
5. Мансі О.Є. English: Psychology. Підручник. Для студентів немовних факультетів вищих навчальних закладів. Київ : Видавничий центр «Академія», 2004. 60 с.
6. Одарчук С. І. Англійська мова для психологів = English for psychologists: Навч. посіб. для студ. вищ. навч. закл., які навчаються за спец. "Психологія" / С. І. Дарчук, Н. А. Дарчук. — К.: МАУП, 2006. — 200 с.
7. Longman Dictionary of English Language and Culture. — Longman, 1992.
Допоміжна
8. Англійська мова. Комунікативний аспект : Підручн. для студ. вищих навч. закладів / Мисик Л., Арцишевська А., Кузнєцова Л., Поплавська Л. Львів : Світ, 2007. 432 с.
9. Зеленська О.П. Psychology. Part 1: Навчальний посібник з англійської мови для студентів факультету психології. Київ : Вид-во Європейського університету, 2013.
10. Зеленська О.П. Psychology. Part 2: Навчальний посібник з англійської мови для студентів факультету психології. Київ : Вид-во Європейського університету, 2014.
11. Переклад англомовної психологічної літератури: навч. посіб. для студ. вищих заклад. освіти / Л.М. Черноватий, В.І. Карабан, Т.Б. Хомуленко, О.О. Волкова; за ред. Л.М. Черноватого, В.І. Карабана, Т.Б. Хомуленко. Вінниця: Нова книга, 2012.
12. Eysenck M.W., Flanagan C. Psychology for A2 Level. Hove, East Sussex: Psychology Press Ltd, 2001.
13. Wittig A.F., Belkin C.S. Introduction to Psychology. N.Y.: McGraw-Hill Publishing Company, 1990.

Практикум з іноземної мови за професійним спрямуванням

МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26
тел./факс +380-3131-21109
Веб-сайт університету: www.msu.edu.ua
E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua
Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: http://dspace.msu.edu.ua:8080
Веб-сайт Наукової бібліотеки МДУ: http://msu.edu.ua/library/