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ДЕРЖАВНИЙ ЗАКЛАД «ПІВДЕННОУКРАЇНСЬКИЙ
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ІМЕНІ К. Д. УШИНСЬКОГО»

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Методичні рекомендації до практичних занять з дисципліни
«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»

для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальності 012 Дошкільна освіта

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Методичні рекомендації до практичних занять з дисципліни «Іноземна мова за професійним спрямуванням» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 012 Дошкільна освіта. Одеса, 2022. 81 с.

Методичні рекомендації покликані стати керівництвом для здобувачів вищої освіти першого (бакалаврського) рівня у засвоєнні навчальної дисципліни «Іноземна мова за професійним спрямуванням». Структура методичних рекомендацій відповідає робочій програмі навчальної дисципліни «Іноземна мова за професійним спрямуванням» для закладів вищої освіти педагогічного профілю. Методичні рекомендації передбачають вивчення даної дисципліни поступово, з освоєнням конкретних тем професійної спрямованості і закріпленням матеріалу на практиці. Матеріал методичних рекомендацій побудовано в логічній послідовності та представляє собою добірку текстів і вправ для розвитку навичок писемного і усного професійного спілкування відповідно до стандартів сучасного англomовного професійного мовлення.

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ВСТУП

Методичні рекомендації до практичних занять з дисципліни «Іноземна мова за професійним спрямуванням» розроблені відповідно до робочої програми навчальної дисципліни і призначені для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 012 «Дошкільна освіта».

Вивчення навчальної дисципліни «Іноземна мова за професійним спрямуванням» передбачає засвоєння навчального матеріалу у формі аудиторної, самостійної та індивідуальної навчально-дослідної роботи, призначеної формувати практичні навички роботи студентів із спеціальною іноземною англомовною літературою, орієнтувати їх на інтенсивну роботу, практичне використання здобутих знань з іноземної (англійської) мови у навчальній і професійній діяльності для підвищення якості професійної підготовки кадрів дошкільної освіти. Методичні рекомендації до практичних занять з дисципліни «Іноземна мова за професійним спрямуванням» націлені на формування у здобувачів вищої освіти базового комплексу знань з іноземної (англійської) мови, сфер професійного використання отриманих знань, а також удосконалення мовної компетентності для здійснення усної та письмової комунікації іноземною (англійською) мовою.

Зміст навчання передбачає собою ознайомлення, вивчення та закріплення здобувачами вищої освіти актуальних тем: Education as the important factor in the development of society; Leading activity of early and preschool age children; Family upbringing; Communication skills development. Уроки, розроблені до кожної із тем курсу, розкривають особливості професії вихователя закладу дошкільної освіти та дозволяють здобувачам вищої освіти глибоко засвоїти матеріал дисципліни.

Методичні рекомендації до практичних занять з дисципліни «Іноземна мова за професійним спрямуванням» розроблені відповідно до робочої програми і будуть у нагоді здобувачам вищої освіти спеціальності 012 «Дошкільна освіта» денної та заочної форм навчання.

**UNIT I. EDUCATION AS THE IMPORTANT FACTOR IN THE
DEVELOPMENT OF SOCIETY**

**LESSON 1. PRESCHOOL TEACHER – AT THE CALL OF THE
SOUL**

I. Check you understand the words below. Read the words with their translation.

- | | |
|--|---|
| 1. affordable – доступний | 8. a labor market – ринок праці |
| 2. employment –
працевлаштування | 9. the head of a kindergarten –
завідуючий дитячого садочку |
| 3. ups and downs – злети і
падіння | 10. an official in the education
management bodies –
чиновник в органах
управління освітою |
| 4. a competence – компетенція | 11. a child development center –
центр розвитку дитини |
| 5. impeccable education –
бездоганна освіта | 12. to dedicate – присвятити |
| 6. comprehensive development –
всебічний розвиток | |
| 7. a preschool teacher –
вихователь | |

II. Read the text below. Answer the question “Why do people choose to become preschool teachers?”



Every person has the time of determination of his/her life priorities and purposes when all further life depends on the made choice. That's why people

choose their profession very seriously. There are thousands of professions with different pay systems. But most often, young people choose the *education* that is **affordable** or guarantees further **employment**. Of course, there are those who go towards the aim at the call of the soul with a thorny path of **ups and downs**.

1. _____

Each graduate of a school makes an independent step in the *future* and chooses that profession which can bring him/her pleasure. When a person masters preschool wisdom, he/she is surprised how much it needs to work with children. A **preschool teacher** is a teacher who works with children 2-6 years old, contributes to the harmonious formation of children's personalities and develops their creative abilities. After all, a person's life position, his/her character, moral principles and views are laid down in childhood. That's why high **competence**, **impeccable education** and **comprehensive development** of the personality of a **preschool teacher** is very important.

2. _____

A preschool teacher organizes activities, such as, arts, field trips, music, storytelling and games. (1)_____. They teach the basics of language, numbers, shapes, colours and social skills. In a kindergarten, a preschool teacher can realize all the talents, because children are the most humane judges. They like everything that they can't do themselves. (2)_____. Kids will appreciate poetry and stories, drawings and songs, and most importantly – a preschool teacher's imagination, because they are the biggest dreamers in the world.

3. _____

To master this profession, a person must be attentive, *responsible*, tactful, sociable and patient. He/She must have good memory, attention and high communicative abilities. (3)_____. The person mustn't be stressful, but must control the behaviour and emotions and have strong nervous system.

4. _____

The positive side of the profession of "*a preschool teacher*" is communication with children. This profession makes it possible to look into the

“country of childhood”. (4)_____. The children’s world is interesting and rich. The task of preschool teachers is not to destroy it, but to join it and speak to children in one language. No wonder they say – preschool teachers do not have age, their soul is always young.

5._____

Undoubtedly, the profession of a preschool teacher is a profession for creative people. As the statistics show, the role of a preschool teacher is more suitable for women. Men choose this profession rarely. (5)_____. In general, there is the demand of preschool teachers in the labor market. There are also opportunities for career growth – there is a chance to take a place of the head of a kindergarten or become an official in the education management bodies. Someone can establish a private kindergarten or a child development center.

So if we decided to dedicate our lives to children, then we need to move only forward!

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. The role of a preschool teacher
- B. The advantages of being a preschool teacher
- C. A preschool teacher’s important qualities
- D. Private kindergarten – advantages and disadvantages
- E. The opportunities for career growth of a preschool teacher
- F. A preschool teacher – job description

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. They organize activities to balance playtime, rest, and physical activity throughout the day.
- B. Everything brings joy to children.
- C. The general culture and erudition, the competent and expressive speech,

well trained voice, ability to manage the collective are necessary.

D. And the reason for this is low wages.

E. Preschool teachers state, that the most difficult point in their work is communicating with parents.

F. And although we all come from this country, we forget this magical world very quickly, and sometimes even don't understand our own children.

V. Mark the sentences T (true) or F (false)

1. ___ It is easy for young people to choose their future profession.
2. ___ To be a preschool teacher means to have the easiest work.
3. ___ Preschool teachers must be stress-resistant.
4. ___ Preschool teachers must communicate with children in a manner they can understand.
5. ___ To be a preschool teacher means to be a creative person.
6. ___ The profession of a preschool teacher is more suitable for men.
7. ___ There are opportunities for career growth.

VI. Answer the questions given below in written form

- 1) Do you think your further life depends on the choice of your profession?
- 2) What education do young people choose nowadays?
- 3) What is a job description of a preschool teacher?
- 4) What are the advantages of the profession of "*a preschool teacher*"?
- 5) What qualities should a person have to master this profession successfully?
- 6) Who is this profession more suitable for?
- 7) Why do men rarely choose the profession of "*a preschool teacher*"?
- 8) What are the opportunities for career growth of a preschool teacher?

VII. Dwell on the topic "PRESCHOOL TEACHER – AT THE CALL OF THE SOUL"

LESSON 2. THE ROLE OF ENGLISH IN EDUCATION

I. Check you understand the words below. Read the words with their translation.

- | | |
|--|---|
| 1. a mentality – ментальність | 10. related – пов'язаний |
| 2. successful – успішний | 11. to work abroad – працювати за кордоном |
| 3. life perspective – життєва перспектива | 12. hardware – технічне забезпечення |
| 4. to share – ділитися, поділяти | 13. software – програмне забезпечення |
| 5. to interact – взаємодіяти | 14. benefits – переваги |
| 6. a unifier – об'єднувач, зв'язуюча ланка | 15. to keep in touch – підтримувати зв'язок |
| 7. to express – виражати | |
| 8. to exchange – обмінювати | |
| 9. social networks – соціальні мережі | |

II. Read the text below. Answer the question “Why do they call English “the unifier of the differences in languages””?



1. _____

Education is knowledge or skills which are developed in a learning process. (1)____. Educated people are sensible and calm. They are responsible. Educated people form rich nation. All over the world people agree that education is the key to a **successful** life. It changes people for the better and gives them a **life**

perspective. When a person is educated, he/she knows when to speak and what to say. (2)_____. In the present time, English is important for global communication. It is also important for all spheres of life, because people of different nations use English.

2. _____

In communication, languages help to share information. One of the most widely used languages in the world is English. English is well known as an international language and it is very important. There are over 750 million people who speak English as a foreign language. (3)_____. As social creatures, people interact with others. In this case English becomes the unifier of the differences in languages. People can express their ideas about something or exchange information in English to the people from different countries. People use English in many fields: tourism, computers, science and education.

3. _____

In education, the international student should be able to speak, read, and write in English. It is the language of the media and the Internet. Students can have information from books, magazines and the Internet with the help of English. A lot of information on the Internet is in English, namely: e-mails, blogs, and social networks. Students can get the information that is related to their study from the world's libraries. Moreover, a lot of famous universities offer different programs in English. (4)_____. In this case, English is the root of the international education.

If a person knows English, he/she can get a good job in an international company within the home country. And it is possible for a person to work abroad.

4. _____

Furthermore, English also takes part in the growth of technology. Almost every electronic device use English, especially computing and the Internet. So, a lot of scientists write in English, but some of them use English as their second language. English is not only used in hardware but it is also used in software. (5)_____. Students now learn faster and easier by using technology. It shows that learning English gives many benefits to the develop technology.

5. _____

In conclusion, international business goes well because of English. It helps people when they use technology products. English helps students understand the subject, written in English, properly. Besides that, it helps people **keep in touch** although they have different languages and come from different countries. Finally, English can't be separated from human life.

III. Read the text again. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. The importance of English for education
- B. The importance of English for communication
- C. The importance of education
- D. The methods of studying English
- E. English and the growing technology
- F. The truth about English

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. Studying English is available nowadays, but very expensive.
- B. So, it is also possible to go abroad for studying.
- C. Every command in computer is in English and to operate it people should understand English.
- D. Education improves the mentality and behaviour of people.
- E. But a person is isolated from the world if he/she can speak only native language.
- F. And there are about a billion people who are learning English.

V. Mark the sentences T (true) or F (false)

1. ___ Life perspectives depend on knowing English in some way.
2. ___ There are over 750 million people who are studying English.

3. ___ It is necessary for international students to know the language of the country they study in.
4. ___ A lot of famous universities offer different programs in English.
5. ___ English is important for the growth of technology.
6. ___ International business has benefits because of English.

VI. Answer the questions given below in written form

- 1) Give the definition of education.
- 2) Why is education the key to a successful life?
- 3) What fields do people use English in?
- 4) What is the role of English in communication?
- 5) Is English important for education? Why? / Why not?
- 6) Are there any perspectives in getting a job for those who know English?
- 7) Why is English important for the growth of technology?
- 8) How does English influence the international business?

VII. Dwell on the topic “THE ROLE OF ENGLISH IN EDUCATION”

UNIT II. LEADING ACTIVITY OF EARLY AND PRESCHOOL AGE

CHILDREN

LESSON 1. OBJECT-ORIENTED ACTIVITY AS THE LEADING ACTIVITY OF EARLY AGE CHILDREN

I. Check you understand the words below. Read the words with their translation.

- | | |
|--|---|
| 1. object-oriented activity – предметна діяльність | 10. to rattle a rattle-toy – гриміти брязкальцем |
| 2. children's cognitive sphere – пізнавальна сфера дітей | 11. an exploratory behaviour – дослідницька поведінка |
| 3. an object – предмет | 12. a curiosity – цікавість, допитливість |
| 4. properties – властивості | 13. creative development – творчий розвиток |
| 5. to suck – смоктати | 14. subsequent – наступний |
| 6. to tap – стукати, постукувати, натискати | 15. operating actions – орудійні дії |
| 7. to swing – розмахувати, погойдувати | 16. to provide – забезпечувати |
| 8. to twist – крутити, викручувати | 17. a scoop – совочок, лопатка |
| 9. to shift – переміщувати, пересувати | 18. boundaries – межі |
| | 19. to expand – розширювати |
| | 20. to reveal – розкривати, виявляти |

II. Read the text below. Answer the question “What is the most important skill of early age children?”



1. _____

Object-oriented activity is an activity of mastering actions with objects according to their social functions and methods of use. The influence of object-oriented activity provides an intensive development of children's cognitive sphere.

2. _____

Object-oriented activity has its own logic of development. In the first year of life, a child forms non-specific manipulative actions with objects, which are initially carried out regardless of their properties: a child acts the same way with any object which he/she has in his/her hands (sucks, taps, swings, etc.). At the same time he/she carefully looks at objects, listens to their sound, twists them in his/her hands, shifts from place to place. (1)_____. A little later, specific manipulations appear. A child begins to notice and use the features of the objects. For example, he/she rattles a rattle-toy, crumples paper, puts one object into another. He/she also loves to deal with natural objects – water, sand, little stones, etc.

3. _____

Both of these types of actions are independent phenomena, a variant of exploratory behaviour, conditioned by the cognitive activity of a child, his/her curiosity. (2)_____. Exploratory behaviour develops intensively when a child begins to move independently and has access to objects of the surrounding world. Exploratory behaviour improves during an early age, remaining an important component of cognitive and creative development both in this and in subsequent age periods.

By the end of the first year of life, actions of a new type appear. The objects begin to be used according to their purpose, which is demonstrated by an adult.

4. _____

At the end of the first year of life and throughout the entire early age, a child meets the objects related to the activities of adults, requiring special use according to social rules. (3)_____. Such actions are called operating ones, that is, they provide the impact of one object on another in order to have a particular result.

Children use them in the game process: they pour sand into a bucket with a scoop, dig it, hammer something into the ground with a hammer or a little stone, try to wind a clockwork toy with a key, draw with a pencil, chalk or a brush. Mastering the operating actions is the most important skill of early age children.

5. _____

The transition to a new type of activity becomes possible thanks to the previously acquired skills of manipulating with objects and communicating with an adult. (4)_____. Mastering walking is also important. It expands the boundaries of a child's living space. This helps him/her feel more independent. (5)_____. Now he/she can not only observe the surrounding objects, but also practically act with them.

Object-oriented activity is formed gradually; mastering it requires a lot of efforts from children, because it involves a fixed way of using the objects. The important condition for mastering object-oriented activity is the ability to take into account the features of objects-tools and objects at which these tools are directed. This concept of the development of object-oriented activity reveals their psychological and social nature, dependence on the culture of the society in which a child grows up.

Thus, object-oriented activity is the leading activity in early childhood. It provides the development of all aspects of a child's life.

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. What is object-oriented activity
- B. Stages of development of actions with objects: operating actions
- C. Main conditions of mastering object-oriented activity
- D. Exploratory behavior as an important component of a child's development
- E. Stages of development of actions with objects: manipulative actions

F. Interaction of parents and children in the development of object-oriented activity

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. Object-oriented activity is a prerequisite for formation of preschool children's game activity.
- B. A child can repeat the same action many times.
- C. An adult shows a child the examples of actions with the objects.
- D. These include, for example, actions with household items: a spoon, a comb, a toothbrush, etc.
- E. The ability to walk not only expands the range of objects which a child can use, but also changes the nature of his/her contacts with the objective world.
- F. Experimenting with objects, using non-specific and specific manipulations, he/she receives a lot of information about the objects, learns to establish connections between them.

V. Mark the sentences T (true) or F (false)

1. ___ Object-oriented activity is important for the development of children's cognitive sphere.
2. ___ Manipulative and operating actions are the stages of the development of children's object-operating activity.
3. ___ During the first year of life children act manipulatively with different objects.
4. ___ Exploratory behaviour develops intensively when a child enters a kindergarten.
5. ___ Operating actions are the actions with objects requiring their special use according to social rules.
6. ___ Mastering communication skills expands the boundaries of a child's

living space.

7. ___ Object-oriented activity is the leading activity in preschool age.

VI. Answer the questions given below in written form

- 1) What is object-oriented activity?
- 2) What are the stages of development of children's object-operating activity?
- 3) How does a child act with objects in the first year of life?
- 4) What are the important conditions for mastering object-oriented activity?
- 5) What is the meaning of adults' examples in development of object-oriented activity?
- 6) Why is walking important for development of object-oriented activity?
- 7) Why is it important to master object-oriented activity in early childhood?

VII. Dwell on the topic "OBJECT-ORIENTED ACTIVITY AS THE LEADING ACTIVITY OF EARLY AGE CHILDREN"

LESSON 2. GAME ACTIVITY IS THE LEADING ACTIVITY OF A CHILD OF PRESCHOOL AGE

I. Check you understand the words below. Read the words with their translation.

- | | |
|---------------------------------------|---|
| 1. qualitative – якісний | 10. a role-playing game – рольова гра |
| 2. an origin – виникнення | 11. a story-based role-playing game – сюжетно-рольова гра |
| 3. a plot – сюжет | 12. a fair game – гра за правилами |
| 4. lasting – тривалий | 13. a sensory-motor game – сенсорно-моторна гра |
| 5. sensory-motor – сенсорно-моторний | 14. an accumulation – накопичення |
| 6. a nature – характер | 15. an enrichment – збагачення |
| 7. "catch-up" – гра «схованки» | |
| 8. at the turn – на рубежі | |
| 9. a directing game – режисерська гра | |

- 16.a subject-playing environment
- предметно-ігрове
середовище
17.requirement – вимога
18.a nature of development –
характер розвитку

- 19.a design of the game – задум
гри
20.prospects – перспективи
21.a ratio – співвідношення
22.superfluous – зайвий

II. Read the text below. Answer the question “What is the leading activity of a child of preschool age?”



1. _____

In preschool age, playing becomes a leading activity not because it takes the most time of children, but because it causes **qualitative** changes in their psyches. A child shows the interest to the world of adults, but does not have the opportunity to join it. **(1)_____**. This activity is social in its **origin** and content. The **plot** and roles for the game children borrow from society.

There exist a lot of definitions of “playing”. Here are the most important of them:

Playing is a means of development of a personality, which forms in preschoolers a **lasting** interest in learning about the environment and realizing themselves in it.

Playing is a leading activity of preschoolers, in which they use the roles of adults, creating in imaginary situations their lives, work and relationships.

Playing is an activity in which a child at first emotionally and then intellectually acquires the system of human relationships.

2. _____

Playing provides the development of **motor**, mental and speech skills in preschoolers. (2)_____. Children reflect different aspects of life and features of adult activities, get knowledge about the world around them, learn to empathize and distinguish fiction from reality.

The first manifestations of children's playing occur at an early age and have a **sensory-motor nature** ("catch-up", etc.). **At the turn** of early and preschool age there is a **directing game** (the use of toys, the symbolic performance of a certain action). Then, a child becomes able to organize **role-playing game**, in which he/she imagines him-/herself in a certain image (person or object) and acts accordingly. (3)_____. For example, a child was struck by the situation he saw, and the emotions and impressions experienced are reproduced in the game actions.

The next achievement of a preschooler is his/her ability to organize a **story-based role-playing game** ("daughter-mother", "school", "shop", etc.), which reaches its most developed form in the middle preschool age. In a **story-based role-playing game**, children directly reproduce human roles and relationships. Children play with each other, or with a doll, as an imaginary partner, who has also a role. A **fair game** (a game by the rules) is one of the most difficult for children of this age. (4)_____. Usually there are motives for cooperation or competition.

The appearance of new types of games does not cancel pre-existing ones, in which a child continues to play.

Here are the types of games according to the age of children:

Sensory-motor game → **directing game** → **role-playing game** → **story-based role-playing game** → **fair game**

3. _____

Complications of the types of games that a child learns during the preschool period, leads to the formation of progressive mental changes. Being a leading activity of this age, playing provides a number of functions for mental development of preschoolers:

- adaptation to future life;
- accumulation of communication experience;
- enrichment of intellectual and moral experience;
- achieving emotional satisfaction and relaxation;
- stimulation of intellectual development.

4. _____

It is important to create a subject-playing environment to organize games. One of the main requirements is the nature of development and following such principles as the realization of children's right to play (free choice of toy, theme, plot of the game, place and time of its holding); universality of the subject-playing environment, so that children together with adults can prepare and change it, transform it in accordance with the design of the game, its content, prospects for development; systematic, i.e. the optimal ratio of individual elements of the game between themselves and other objects, etc.

The subject-playing environment includes game equipment, toys and various game materials. (5)_____. There should be nothing superfluous in the interior; all game equipment should be safe for children.

III. Read the text above. Match paragraphs 1-4 with the titles A-E. There is one extra title you do not need to use.

- A. Functions of game activity for mental development of preschool children
- B. General characteristics of game activity
- C. Interaction of preschoolers with each other and with adults in game activity

- D. The dynamics of game activity development in preschool age
- E. Subject-playing environment as an important requirement for the development of preschoolers' playing activity

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. All these game tools are not in abstract space, but in the game room, on the playground.
- B. The importance of playing is that children, in a relaxed way, reproduce the world of adults, learn moral norms, realize professional and family roles.
- C. In these games, the main thing is to strictly follow the rules of the game.
- D. A necessary condition for such a game is vivid, intense experiences.
- E. Thus, a preschooler begins to model this world in a game.
- F. This activity is formed gradually; mastering it requires a lot of efforts from children, because it involves a fixed way of using the objects.

V. Mark the sentences T (true) or F (false)

1. ___ Game activity is the leading activity of a child of preschool age.
2. ___ Playing is a leading activity of preschoolers, in which they use the roles of the adults, creating in imaginary situations their lives, work and relationships.
3. ___ Game activity gives children the knowledge about the world around them.
4. ___ When new types of games appear children stop playing pre-existing ones.
5. ___ A subject-playing environment should be strictly organized by adults, and can't be changed by children.
6. ___ A subject-playing environment includes books, notebooks, pencils,

furniture.

7. ____ A preschooler begins to model the world of adults in a game.

VI. Answer the questions given below in written form

- 1) What is the leading activity of a child of preschool age?
- 2) Give the definition of “game activity”.
- 3) Characterize the dynamics of game activity development in preschool age.
- 4) What are the functions of game activity for mental development of preschool children?
- 5) What are the types of games according to the age of children?
- 6) Characterize the importance of a subject-playing environment for the development of preschoolers’ game activity.
- 7) What are the main principles of organization of a subject-playing environment?

VII. Dwell on the topic “GAME ACTIVITY IS THE LEADING ACTIVITY OF A CHILD OF PRESCHOOL AGE”

UNIT III. FAMILY UPBRINGING

LESSON 1. FAMILY ATMOSPHERE: HOW DOES IT INFLUENCE CHILDREN'S UPBRINGING?

I. Check you understand the words below. Read the words with their translation.

- | | |
|--|---|
| 1. To bring somebody up –
виховувати когось | 7. an accusation –
звинувачення |
| 2. tantrums – істерики | 8. a support – підтримка |
| 3. to misbehave – поводитись
погано, мати погану
поведінку | 9. self-confidence –
самовпевненість |
| 4. to set limits –
встановлювати межі | 10. to favor – підтримувати,
ставитися прихильно,
сприяти |
| 5. wellbeing – благополуччя | 11. authoritarian –
авторитарний |
| 6. a punishment – покарання | |



“When you have children yourself, you begin to understand what you owe your parents.” (*Japanese proverb*)

1. _____

(1)_____. Little children develop and learn little by little with the help of their parents. They learn to regulate their emotions and control their behaviour. Parents **bring** their children **up**, but sometimes they don't know how to do it. And

so, they can lose patience when their children throw tantrums or misbehave. The family atmosphere influences a child's upbringing. But adults pay more attention to other factors. For example, the way in which parents set limits or explain their children social norms.

2. _____

To understand how family atmosphere influences upbringing, we must identify what "family atmosphere" is. (2)_____. Family atmosphere gives children messages about what is important in the family. Family wellbeing or family trouble results from the interaction between the different family members. These interactions vary. It can be punishments, accusations or support. It's social behaviour. So, this behaviour has an effect on other members of the family. Children have an influence on their parents and parents have an influence on their children. The family atmosphere influences children's self-confidence, their motivation, their academic achievements and their habits.

3. _____

The influence can be positive or negative. Negative family atmosphere arises when family members favor egocentric, violent or intolerant behaviours. It results behavioural problems for the little children.

What leads to this type of family atmosphere? If parents are authoritarian and use punishment repeatedly and disproportionately, it can cause a negative family atmosphere. (3)_____.

4. _____

There's a positive atmosphere when parents establish clear rules, use time-outs and another support more often than punishment. (4)_____. This way, social behavior arises along with interest, respect, assistance and confidence. Children have more autonomy and self-confidence.

So, family atmosphere can influence upbringing either positively or negatively. Family atmosphere gives children messages about what is important in the family.

II. Read the text above. Match paragraphs 1-4 with the titles A-E. There

is one extra title you do not need to use.

- A. How to identify a negative family atmosphere?
- B. The main influences on a child's upbringing
- C. How to identify a positive family atmosphere?
- D. What are the six types of families?
- E. What is "family atmosphere"?

III. Read the text again. Complete the gaps 1-4 in the text with the sentences A-E. There is one extra sentence you do not need to use.

- A. It's the relationship between parents and other family members.
- B. Additionally, they hear their children out, they praise them and support the positive behaviour.
- C. An example of a family is a set of parents living with their children.
- D. Another cause can be the lack of clear rules in the family.
- E. Raising children is not an easy task.

IV. Mark the sentences T (true) or F (false)

1. ___ Little children need parents' help for development and learning the world.
2. ___ Parents bring their children up, and they always know how to do it.
3. ___ Family wellbeing or family trouble depends on children's behavior.
4. ___ Both children and parents influence each other.
5. ___ If parents are authoritarian and use punishment repeatedly, it can cause a positive family atmosphere.
6. ___ Positive atmosphere arises when parents establish clear rules and support each other as well as their children.

V. Answer the questions given below in written form

1. Is it an easy task to raise children? Why?
2. Do children know a lot from their birth? Whose help do they need?

3. Do parents have any difficulties when they bring their children up?
Give reasons.
4. What is “family atmosphere”?
5. What influences family atmosphere?
6. What do family wellbeing or family trouble depend on?
7. What children’s features does family atmosphere influence?
8. When does negative family atmosphere arise? What leads to this type of family atmosphere?
9. When does positive family atmosphere arise? What leads to this type of family atmosphere?
10. Is family atmosphere an important factor in children’s upbringing?

VI. Dwell on the topic “FAMILY ATMOSPHERE: HOW DOES IT INFLUENCE CHILDREN’S UPBRINGING?”

LESSON 2. TYPES OF PARENTING STYLES AND THEIR EFFECTS ON KIDS

I. Check you understand the words below. Read the words with their translation.

- | | |
|--|----------------------------------|
| 1. an approach – підхід | 12. an interference – втручання |
| 2. obedience – слухняність | 13. lenient – поблажливий |
| 3. to come at a price – мати свою ціну | 14. to stick – дотримуватися |
| 4. hostile – ворожий | 15. self-esteem – самооцінка |
| 5. anger – гнів | 16. obesity – ожиріння |
| 6. a liar – брехун | 17. guidance – керівництво |
| 7. consequences – наслідки | 18. nurturing – виховання |
| 8. to prevent – запобігати | 19. intentionally – навмисне |
| 9. praise – похвала, хвалити | 20. overwhelmed – пригнічений |
| 10. responsible - відповідальний | 21. to maintain – підтримувати |
| 11. to evaluate - оцінювати | 22. Authoritarian – авторитарний |

23. Authoritative –
авторитетний
(демократичний)

24. Permissive –
вседозвільний
(ліберальний)

25. Uninvolved (Neglectful) –
відсторонений
(індіферентний)

II. Read the text below. Answer the question “What kind of parenting styles is the most effective?”

1. _____

A parenting style can affect everything: from how much a child weighs to how he/she feels. It's important to find a correct parenting style to support a healthy growth and development. The way, how we interact with our children and how we discipline them, will influence them for the rest of their life.

(1)_____. Each style takes a different approach to children's upbringing and can be identified by different characteristics.

2. _____



Parents believe that kids should be seen and not heard.

When it comes to rules, they believe it's "my way".

(2)_____.

Such parents are famous for saying, "Because I said so". They also don't allow kids to have their own opinion and solve their problems. Instead, they make their own rules and their children should follow them.

Parents, using this parenting style, may use punishments instead of discipline. They don't teach a child how to make better choices, but they make kids feel sorry for their mistakes.

Children, who grow up with strict parents, follow their rules much of the time. But, their **obedience** comes at a price.

They may also become **hostile** or aggressive. They can't think about how to do things better in the future, because they are often focused on the **anger**, which they feel toward their parents. Since such parents are often strict, their children may become good **liars** because they try to avoid punishment.

3. _____



Parents put a lot of effort to create and maintain a positive relationship with their child.

They explain the reasons behind their rules.

They make rules, but pay attention to their children's feelings.

Such parents have the rules and they use **consequences**, but they also take their children's opinions into account. They respect their children's feelings.

Parents invest time and energy into **preventing** behavior problems. (3)_____.

Researchers have found kids who have parents, using this parenting style. They think that such children can become **responsible** adults who feel comfortable when they express their opinions.

Children raised with discipline will be happy and successful. They also can be good at making decisions and **evaluating** safety risks on their own.

4. _____



Parents set rules but rarely enforce them.

They don't give out consequences very often.

Such parents are **lenient**. They often only step in when there's a serious problem.

(4)_____. When they use rules, they may not make those rules **stick**.

Parents have usually more friends' role than a parent role. They often ask their children talk with them about their problems, but they usually don't put much effort to correct bad behaviour.

Kids who grow up with such parents can have more behavioural problems as they don't appreciate authority and rules. They often have low **self-esteem** and may often be sad.

They're also at a higher risk for health problems, like **obesity** and so on. Such parents often don't enforce good habits, like brushing teeth.

5. _____



Parents don't ask their child about school or homework.

They rarely know where their child is or who he/she is with.

They don't spend much time with their child.

Such parents not always know what their children are interested in.

There are few rules in such families. (5)_____.

Uninvolved parents expect that their children will raise themselves. They don't devote much time or energy into meeting children's basic needs.

Such parents may be neglectful but it's not always intentional. At other times, they don't have enough knowledge about their child's development. And sometimes, they're simply overwhelmed with other problems, like work, paying bills, and managing a household.

Children with such parents may have self-esteem issues. They don't have good marks in school. They also have problems with behaviour and low rank in happiness.

6. _____

Sometimes parents don't fit into just one category. (6)_____.

The studies are clear, however, that authoritative parenting is the best parenting style.

Any case, every parent can maintain a positive relationship with a child. It is important to establish the authority in a healthy manner. And over time, any child will have the benefits of the authoritative style.

III. Read the text above. Match paragraphs 1-6 with the titles A-G. There is one extra title you do not need to use.

- A. The importance of parenting style for children's future life
- B. How to become a friend-parent
- C. Best parenting style
- D. Authoritarian Parenting
- E. Uninvolved (Neglectful) Parenting
- F. Authoritative Parenting
- G. Permissive Parenting

IV. Read the text again. Complete the gaps 1-6 in the text with the sentences A-G. There is one extra sentence you do not need to use.

- A. For example, mother can stick to one parenting style and father can stick to another one.
- B. Researchers have identified four types of parenting styles: Authoritarian, Authoritative, Permissive, Uninvolved (Neglectful).
- C. They're quite forgiving and they often say "kids will be kids".
- D. There are times or areas where they tend to be permissive and other times they are more authoritative.
- E. They don't pay attention to their children's feelings.
- F. Children may not receive much **guidance**, **nurturing**, and parents' attention.
- G. They also use positive discipline strategies, for example **praise** and reward systems.

V. Mark the sentences T (true) or F (false)

1. ___ Parenting style will influence the children for the rest of their life.
2. ___ Parenting styles are Authoritarian, Authoritative, Permissive and Uninvolved (Neglectful) ones.
3. ___ Authoritarian parents may use discipline instead of punishments.
4. ___ Authoritarian parents' children may become good **liars**.
5. ___ Authoritative parents respect their children's feelings.
6. ___ Permissive parents always put much effort to correct children's bad behaviour.
7. ___ Uninvolved parents spend much time with their children and know what they are interested in.

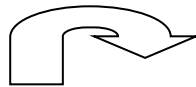
VI. Answer the questions given below in written form

1. What is a parenting style?
2. Why is it important to find a correct parenting style?
3. What are the main types of parenting styles?
4. What are the main characteristics of Authoritarian Parenting Style?

5. How does Authoritarian Parenting Style affect children?
6. What are the main characteristics of Authoritative Parenting Style?
7. How does Authoritative Parenting Style affect children?
8. What are the main characteristics of Permissive Parenting Style?
9. How does Permissive Parenting Style affect children?
10. What are the main characteristics of Uninvolved (Neglectful) Parenting Style?
11. How does Uninvolved (Neglectful) Parenting Style affect children?
12. In your opinion, what is the best Parenting Style?

VII. Dwell on the topic “TYPES OF PARENTING STYLES AND THEIR EFFECTS ON KIDS”

VIII. To help you better understand your parenting style, you can take the quiz on the link below



<https://psychcentral.com/quizzes/parenting-style-quiz/>

LESSON 3. HOW PRAISE AND PUNISHMENT AFFECT KIDS

I. Check you understand the words below. Read the words with their translation.

- | | |
|-------------------------------|---|
| 1. praise – похвала | 6. to be worth something – бути вартим чогось |
| 2. punishment – покарання | 7. self-doubt – невпевненість у собі |
| 3. to encourage – заохочувати | 8. capabilities – можливості |
| 4. achievements – досягнення | 9. to mess up – зіпсувати |
| 5. rewarding – нагорода | 10. to prevent – запобігати |



How to discipline a child is an important question for parents. Some parents try to be strict or cool. Some parents punish their children for doing a bad thing or give them a reward when they achieve something. Every family is different. (1)_____. Any praise and punishment affect kids. The ways of praise and punishment depend on the parenting style in a family.

1. _____

Adults should always praise children for a good job. It is good to encourage children, when they do something right. It is important to use “process praise” instead of “person praise”. “Process praise” focuses on a child’s effort, his/her behaviour and work. For example “You tried really hard”, “I see how carefully you are building that tower”. “Person praise” evaluates a child’s traits, like their intelligence. Examples of this kind of praise include, “You’re a good girl”, “You’re so good at this”. Thus, “process praise” motivates children to work hard, learn, explore, and have a healthy outlook on their abilities. But sometimes children aren’t successful at doing something. Parents should praise children for their efforts. (2)_____. It can support their self-confidence. Such children will have more achievements in the future. Of course, there is also such a thing as too much praise. (3)_____.

2. _____

Children often work hard to achieve something. Giving a child a reward often motivates them even more. In most cases, it will encourage them to do more and to achieve even greater things in the future. But adults need to build internal motivation.

3. _____

It's important to appreciate children's efforts and hard work. It is more important to show it to children. A little gift is an excellent way to make them happy in their achievement. But, such a gift should be a surprise for a child. Children should be oriented on a result of their work, not on a gift.

4. _____

Children already feel bad for not doing something well. (4)_____. It's totally normal for kids to **mess up** from time to time on tests and in sports. But how adults react to it makes all the difference. Punishing children will only make them feel worse and may even **prevent** them from trying again. Instead, it will be the right way to find something good in children's work and praise for this little thing.

Thus, it's essential to know how praise and punishment affect kids and how to discipline children without negatively impacting their mental health.

II. Read the text above. Match paragraphs 1-4 with the titles A-E. There is one extra title you do not need to use.

- A. Punishing children raises their **self-doubt**.
- B. Praising children supports their self-confidence.
- C. Rewarding children motivates them.
- D. Giving gifts for achievement makes it **worth** it.
- E. Different ways of disciplining boys and girls.

III. Read the text again. Complete the gaps 1-4 in the text with the sentences A-E. There is one extra sentence you do not need to use.

- A. So, the ways of praise and punishment are different, too.

- B. It is necessary to remind that next time will be more successful.
- C. The most successful kids have parents who praise them for any effort.
- D. Adults should not praise their children when they don't deserve it.
- E. Punishing them for poor results will only cause them to doubt their true capabilities.

IV. Mark the sentences T (true) or F (false)

1. ___ The best way to discipline a child is to be a strict parent.
2. ___ The ways of praise and punishment depend on the parenting style in a family.
3. ___ It is correct to praise children for their efforts, not for the result.
4. ___ Punishing children encourages them to do things better.
5. ___ Adults need to build internal motivation in children.

V. Answer the questions given below in written form

1. What are the ways of praise and punishment children?
2. What supports children's self-confidence?
3. How does rewarding affect children?
4. Why is it important to give gifts for children's achievements?
5. How does punishment affect children?
6. Is adults' reaction important for children's achievements?
7. Why is it important to know the right ways of praise and punishment?

VI. Dwell on the topic "HOW PRAISE AND PUNISHMENT AFFECT KIDS"

LESSON 4. PRESCHOOLERS AT HOME: CHILDREN AND EVERYDAY HOUSEHOLD CHORES

<https://www.youtube.com/watch?v=SesCepncmJ8>

I. Check you understand the words below. Read the words with their translation.

- | | |
|---|---|
| 1. household chores – домашні справи | 10. less – менше |
| 2. on their own – самотійно | 11. to suit – підходити, влаштувати |
| 3. to lead – вести, керувати, приводити | 12. abilities – здібності |
| 4. motor skills – моторика | 13. frustrating – неприємний; такий, що сприяє розчаруванню |
| 5. basic tasks – основні завдання | 14. to look after – доглядати |
| 6. simple directions – прості вказівки | 15. to feed pets – годувати домашніх тварин |
| 7. to learn skills – набувати навичок | 16. caring for the family – турбота про сім'ю |
| 8. relationship skills – навички взаємовідносин | 17. sequence of actions – послідовність дій |
| 9. competent – компетентний | |



1. _____

Preschoolers usually like helping their parents around the house. They feel that they are important and useful and they can behave like grown up. Children of younger preschool age may already have **household chores**. They can't do any work **on their own**, but they can do it together with their parents. It **leads** to personal development and family unity.

Preschool age is ideal to start helping around the house. Children are building their **motor skills** so they can do **basic tasks**. (1)_____. And it's important that they are ready to take part in their everyday world. They want to help!

2. _____

Children learn a lot from doing household chores. Doing chores helps children learn how to care for themselves, for their home and family. They **learn skills** which they can use in their adult lives. (2)_____. When children do chores they learn **relationship skills**. They communicate clearly, cooperate and work as a team.

When children take part in a family life, they feel **competent** and responsible. Children not always enjoy the chore, when they do it. But they feel satisfaction when they finish a task.

And families usually work better when parents share housework. It reduces family stress. Family does the chores sooner when children help out. (3)_____. So they all have more free time for doing fun things together: playing, walking, and cycling.

3. _____

Parents may ask their children for their help. They must show their children, that they value children's help. (4)_____. It should **suit** children's ages and **abilities**. A chore that is too hard for a child can be **frustrating** – or even dangerous. And a chore that is too easy can be boring.

Even a young child can help out if parents choose activities that are right for his/her age. It must be simple tasks. Children can **look after** their own toys. (5)_____. They can **feed pets**. Such chores show children that they do useful

activities. Their role in a family life is very important. It is also important to involve a child in **caring for the family**. A child can help to set or clean the table. It gives a child a sense of responsibility.

If a child is old enough, the family can discuss the chores. This can show children that every family member takes part in a family life. Children over six years old can choose the household chores themselves.

4. _____

Parents can motivate their children to do the chores. They can

- do the chore together until children are ready to do it on their own;
- discuss each person's chores for every day or week;
- explain why it's great when a job is done;
- show an interest in how a child did the job;
- praise positive behaviour;
- give small rewards for the done work.

5. _____

Preschoolers' help around the house gives a lot of benefits:

- Building confidence;
- Creating unity;
- Strengthening skills.

Building Confidence

The best way to show, that adults trust and value their children is to allow them to do something important. Children want and need to have their part in a family life. When children help around the house, they learn important lessons how to be responsible.

Creating Unity

Joint work creates a family unity. It is good to spend a day in the house, cleaning it, cleaning the furniture, washing up and communicating at the same time. (6)_____.

Strengthening Skills

Children strengthen their skills when they do work about the house. Making a bed helps children improve their focus, attention, motor skills, and **sequence of actions**. Simple household tasks are the great opportunity for young children. From sorting socks to setting the table, children learn so much from helping around the house.

II. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. Household chores: good for children, good for the whole family
- B. Children and Everyday Household Chores
- C. Preschoolers alone at home: dangerous or important
- D. How to motivate a child to do the household chores
- E. How to involve children in chores
- F. The benefits of children helping at home

III. Read the text again. Complete the gaps 1-6 in the text with the sentences A-G. There is one extra sentence you do not need to use.

- A. It shows that parents value a safe, clean home, and they all enjoy spending time with the family.
- B. And parents have **less** work.
- C. They can water the flowers.
- D. They understand **simple directions** and can remember some details.
- E. They help to prepare meals, clean their house, keep a garden.
- F. But the chores mustn't be very difficult for children.
- G. The most successful kids have parents who praise them for any effort.

IV. Mark the sentences T (true) or F (false)

1. ___ Children like helping around the house.
2. ___ Preschoolers can do any work on their own.

3. ___ Children improve their relationship skills when they do chores.
4. ___ Parents should give their children more difficult chores.
5. ___ Parents can offer their children to choose the household chores themselves.
6. ___ Children can set or clean only a toy table.

V. Answer the questions given below in written form

- 1) Can preschoolers have any household chores?
- 2) How do they do the work: on their own or together with someone else?
- 3) What do children learn from doing household chores?
- 4) What do children feel when they do the chores? Do they always enjoy the chores?
- 5) How to motivate a child to do the household chores?
- 6) How to involve children in chores?
- 7) What everyday household chores can children have?
- 8) What are the benefits of preschoolers' help around the house?

VI. Dwell on the topic "PRESCHOOLERS AT HOME: CHILDREN AND EVERYDAY HOUSEHOLD CHORES"

LESSON 5. THE ABUSE OF OVERPARENTING

I. Check you understand the words below. Read the words with their translation.

- | | |
|-------------------------------------|--|
| 1. an overparenting – гіперопіка | 7. a Can-Do Child – самостійна дитина |
| 2. a harm – шкода | 8. over-involvement – надмірна участь |
| 3. obstacles – перешкоди | 9. an experience – досвід |
| 4. to manage – управляти, впоратися | 10. boundaries – межі |
| 5. to get hurt – отримати травму | 11. trial and error – спроби та помилки (метод спроб та помилок) |
| 6. fails – невдачі | 12. to squash – придушувати |

13. to take the lead – взяти на себе ініціативу

14. molding clay – ліпна глина

15. profit – вигода

16. to overcome setbacks – долати невдачі

17. to brainstorm – задуматися

18. thoughtless – бездумний

19. to be “hand-off but eyes on” – бути в стороні, не відриваючи очей

20. to revolve – обертатися

21. a grunt work – чорнова робота

22. to stomp – тупотіти

23. to get one’s own way – досягати свого

II. Read the text below. Answer the question “Why is overparenting good or bad for children?”



1. _____

Parents are involved in their children’s upbringing. They contribute to their well-being and success. But **overparenting** can do more **harm** than good. Parents can support their children, or they can become the **obstacles** to success. *Overparenting* is too much involvement by parents in the lives of their children, so that they control everything that happens to the child. (1)_____. When parents are overcontrolling and overprotecting, their children can’t do things on their own.

2. _____

Another term of overparenting is “helicopter parenting”. Such parents always:

- prevent their children from exploring and testing their abilities (e.g. a child climbs a tree (or anything), they run over and tell them not to do that);
- watch their children, play with them and direct their behaviour;
- stay with their children and don't let them be alone.

Why do parents behave this way? They try to **manage** their own discomfort, because they can't watch as their child **gets hurt**, **fails**, or makes a mistake.

3. _____

Researchers studied the effect of overparenting on children. As a result such children may have:

- more problems with children's behaviour;
- higher level of stress and anxiety;
- higher level of depression;
- lower level of life satisfaction;
- lower level of autonomy.

4. _____

So, it's important to raise **a Can-Do Child**. It is necessary to strike a balance of positive, supportive involvement in children's upbringing without **over-involvement**. There are some reasons for this:

Children should explore the world. Babies need to have a lot of time for interaction with the world, talk and play with adults. Kids need to be open to **experiences** and, sometimes, explore the world without **boundaries**. Too much structured time or time, spent with a device, isn't good for a child. They must have time for unstructured play. **(2)_____**. Researchers emphasize that too much emphasis on “academics” in early years, instead of play, harms the brain development.

Kids learn when they are innovative. Kids are natural problem solvers. They test out ideas about reasons and effects and understand what **trial and error** means. Adults can encourage or **squash** these abilities. Kids need time for open, unstructured activities where they **take the lead**. Drawing pictures, using building blocks, working with **molding clay** is a chance for a kid to operate without instructions and critique. (3)_____. Parents should support this process and give children the unstructured time to play with simple materials and let them colour without any lines.

Kids profit by being optimistic. Kids, who have the power of optimism, learn how to **overcome setbacks** and work through their solutions. Parents should talk to their children about their challenges and help them **brainstorm** about what can be done to identify the next steps to make it better.

Kids need to be opportunity seekers. Kids should not grow up isolated. They shouldn't be **thoughtless** either. It is good to cultivate in kids a sense of finding opportunities and learning how to use them. Parents can be "**hand-off but eyes on**" when a child wants to climb a tree. (4)_____. Make sure a kid feels comfortable when he/she communicates with others. Tell a kid it's okay to try out even though they may be a little shy. Celebrate the efforts and the learning rather than "big wins".

Kids should take on dirty jobs. Children can do chores. (5)_____. It is good to let kids contribute to household activities and learn how to work with others. They can help how they can and mustn't do things which they can't do alone. They must understand that the world doesn't **revolve** around them, and that people, who learn how to do their own **grunt work**, become successful people.

Kids need social skills. The researches show that, knowing how to interact with other kids early in life, predicts success as an adult (personal and professional). Kids need to learn how to manage conflicts effectively but not **stomp** and scream **to get their own way**. (6)_____. Parents can encourage working together as a team and support active communication. Communication is essential. Development of communication skills at all ages pays off later in many ways.

Kids should do for others. Researches show that children, even toddlers, are natural helpers. Adults should give them the opportunity to help. If you drop something, look to see if your little child is going to pick it up and let him/her do it.

(7)_____. Model empathy and show that we can always find ways to help someone in need.

5._____

Thus, raising a Can-Do Child will lead to “lasting results”. Parents mustn’t ban smartphones and piano lessons. Adults just must be sure they leave enough time to help their children develop all the skills they can learn at home. Such skills will serve them very well when they are adults themselves.

So, it’s important to remember that well-intentioned involvement can sometimes cross into overparenting, which can have dangerous consequences for children. Keeping these recommendations in mind can help to strike a balance of parents’ support and children’s responsibility and autonomy!

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. How to avoid overparenting and raise a Can-Do Child
- B. The power of parents’ support and children’s autonomy
- C. The effect of overparenting on children
- D. Overparenting: too much of a good thing?
- E. How to stop overparenting
- F. Overparenting indicators

IV. Read the text again. Complete the gaps 1-7 in the text with the sentences A-H. There is one extra sentence you do not need to use.

- A. Although parents want to do only best for their children, overparenting can include many negative effects on children.
- B. Such way they learn the world.

- C. They should experience age-appropriate activity and also understand that someone else can't do all the dirty work.
- D. It helps kids discover their innovative ideas.
- E. And it's not just about physical play.
- F. Parents should allow children to fail and have their own path in life.
- G. Interaction is a skill which should be formed in childhood.
- H. All they need in return is a thank you.

V. Mark the sentences T (true) or F (false)

1. ___ Overparenting is good for children's upbringing.
2. ___ Overcontrolling and overprotecting parents prevent their children from doing things on their own.
3. ___ Responsible parents should always watch their children, play with them and direct their behaviour.
4. ___ Higher level of depression in children may be the result of overparenting.
5. ___ Unstructured play helps children learn the world.
6. ___ Optimistic children know how to overcome setbacks and work through their solutions.
7. ___ All the grunt work should be done by adults, not children.
8. ___ Raising a Can-Do Child will lead to "lasting results".

VI. Answer the questions given below in written form

- 1) What is overparenting?
- 2) What is the difference between overparenting and helicopter parenting?
- 3) What are the mistakes of helicopter parents?
- 4) What is the effect of overparenting on children?
- 5) Is it necessary to strike a balance of positive, supportive involvement in children's upbringing without over-involvement?

- 6) Give reasons for upbringing without over-involvement.
- 7) Why is it necessary to avoid overparenting?

VII. Dwell on the topic “THE ABUSE OF OVERPARENTING”

UNIT IV. COMMUNICATION SKILLS DEVELOPMENT

LESSON 1. COMMUNICATION SKILLS. THE IMPORTANCE OF COMMUNICATION SKILLS DEVELOPMENT

I. Check you understand the words below. Read the words with their translation.

- | | |
|---|---|
| 1. to meet the needs –
задовольняти потреби | 11. receptive skills –
рецептивні навички
(навички сприйняття) |
| 2. to maintain –
підтримувати | 12. expressive skills –
експресивні навички
(навички вираження) |
| 3. interaction – взаємодія | 13. to receive – приймати,
отримувати |
| 4. cooing – дитяче гуління | 14. babbling – лепет |
| 5. squealing – писк | 15. to influence – впливати |
| 6. a facial expression –
вираз обличчя | 16. a pace – темп |
| 7. a gesture – жест | 17. observing –
спостереження |
| 8. communication skills –
мовленнєві навички | 18. to empathize –
співпереживати |
| 9. to respond –
відповідати, реагувати | |
| 10. an effort – зусилля | |

II. Read the text below. Answer the question “Why is it important to develop children’s communication skills?”



Communication is the ability and desire to connect with others by exchanging ideas and feelings, both verbally and non-verbally. Most children learn

to communicate in order to meet the needs or to establish and maintain interaction with a loved adult. (1)_____.

The communication skills that babies learn in their first year set the stage for success in developing reading, writing, and social skills later in life. Parents can begin encouraging baby's communication from the first days of his/her life. (2)_____. The more parents communicate with their child, the earlier and quicker the child develops these skills.

Babies learn to communicate by watching the people around them. Even if babies don't have the vocabulary to have a conversation with parents, it's if parents talk to them! Babies communicate from birth, through sounds (crying, cooing, squealing), facial expressions (eye contact, smiling, grimacing) and gestures/body movements (moving legs in excitement or distress, and later, gestures like pointing.) Babies continue to develop communication skills when adults respond to their efforts to "tell" them about what they need or want.

Communication development for young children includes the skills to understand and to express thoughts. (3)_____. The expression of communication or a child's language begins with head, eye, and body movements, as well as through simple sounds. Language expression progresses to words, sentences, and conversations through gestures, spoken words, and sign language.

Thus, children's communication skills grow across the first few years of life. From birth, babies begin to develop two sets of communication skills: receptive skills and expressive skills.

Receptive communication is the ability to receive and understand a message from another person. Babies demonstrate this skill by turning their head towards parent's voice and responding to simple directions.



Receptive skills are what babies take in
– hearing and understanding

Expressive communication is the ability to send a message to another person through sounds, speech, signs, or writing. Crying, babbling, and using body language are examples of the early expressive skills of a child. (4)_____.



Expressive skills are what babies put out
– sounds, gestures, and speech

Thus, though each child develops at his/her own pace, our communication with him/her influences what we can expect in the first three years of a child's life.

Typically, there are 3 main types of communication: verbal (with speech), nonverbal (no speech but gestures) and visual. (5)_____. Therefore, it is not easy to be a good communicator. That is why parents and preschool teachers should develop communication skills in children. It will help children to build a successful future.

III. Read the text above. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A.** Understanding communication begins before birth and continues through life, when a child hears, sees, and interprets information from other people.
- B.** They consist of listening, speaking, observing and empathizing.
- C.** A child learns to communicate by watching and listening to his/her parents, and then copying their words and actions.
- D.** Language progression develops into words, sentences, and conversations through many methods including gestures, spoken words, or sign language.
- E.** Communication is the base of relationships and is important for learning, play and social interaction.
- F.** In certain life situations a child faces the need to follow moral norms and social requirements.

IV. Mark the sentences T (true) or F (false)

1. ___ Communication development for young children includes the skills to understand and to express thoughts, feelings, and information.
2. ___ Understanding communication continues the whole life.
3. ___ Babies communicate from the age of three.
4. ___ Babies have two sets of communication skills: receptive skills and expressive skills.
5. ___ Crying, babbling, and using body language are examples of the early perceptive skills of a child.
6. ___ There are three main types of communication: verbal, nonverbal and visual.

V. Answer the questions given below in written form.

- 1) What is communication?
- 2) What two kinds of communication are there?
- 3) Why do children learn to communicate?
- 4) What is the effect of communication on children's future life?
- 5) How do babies communicate from birth?
- 6) What are two sets of babies' communication skills?
- 7) What is receptive communication?
- 8) How do babies demonstrate receptive communication skills?
- 9) What is expressive communication?
- 10) How do babies demonstrate expressive communication skills?

VI. Dwell on the topic "COMMUNICATION SKILLS. THE IMPORTANCE OF COMMUNICATION SKILLS DEVELOPMENT"

LESSON 2. CHILDREN'S CONVERSATION: LEARNING TO TALK AND LISTEN TO OTHERS

I. Check you understand the words below. Read the words with their translation.

1. a greeting – привітання
2. a prompt – підказка
3. courtesy words – слова ввічливості
4. a puppet – лялька
5. to interrupt – переривати, перебивати
6. to talk back – огризатися
7. a backchat – зухвале спілкування
8. consequences – наслідки, послідовність
9. to negotiate – домовлятися, вести переговори
10. to treat – поводитися, ставитися
11. respectfully – шанобливо
12. social – товариський, комунікабельний
13. troubles – труднощі
14. a speech delay – затримка мовлення
15. lisping – шепелявість
16. stuttering – заїкання
17. a speech therapist – логопед

II. Read the text below. Answer the question “What is more important: learning to talk or listen to others?”



1. _____

The ability to have a conversation is important for children's development and wellbeing. That's because conversation skills help children make friends, ask for something they need and develop strong relationships with others. (1)_____. People learn by hearing each other's thoughts while observing facial and body expressions that show emotions.

A child should be able to talk and listen well. Conversation skills involve:

- starting conversations – for example, with a greeting “Hello”, “Hi” or a question “How do you do?”;
- knowing how to get attention – for example, by saying “Excuse me”;
- using eye contact;
- taking turns talking and listening;
- speaking politely;
- knowing when to stop talking.

To develop good conversation skills, a child should learn words, simple sentences and turn-taking.

2. _____

A child learns a lot about conversations from talking and listening to adults, by watching parents' (or other adults') conversations with others. (2)_____. They should communicate in the way they would like their child to talk with others. For example:

- Smile, make eye contact and use friendly greetings. For example, say “Good morning” to the family, “Welcome” to visitors and “How are you?” to neighbours.
- Talk with a partner in positive ways, try not to have conflicts.
- Use body language and tone of voice to show interest and attention when talking to others.

Learning how to talk with and listen to other people takes time and practice. Some children learn it quickly, and others might need more practice and prompt. It is important to:

- have practice conversations with a child: in turns ask questions and listen to answers;
- use courtesy words;
- praise children when they communicate well.

It's important to make some rules about polite speaking and conversation. Children learn best through play. So play can be a fun way to help them develop and practice conversation skills. Or it is possible to use toys or puppets to have pretend conversations about funny, interesting or even silly things.

3. _____

Conversations are similar to a tennis game – one speaker has a turn, then the other speaker has a turn. Like in tennis, some turns might be longer than others. (3)_____ These turns develop into phrases, sentences, and longer part of speech.

Children usually interrupt others when they can't control their wish to talk. So it's important to help a child learn to wait. A part of positive communication is letting others finish what they are saying or doing. Such skill helps children get contact with others.

(4)_____. For example, it is difficult for early age children to understand that they should say "Excuse me" and wait for response. Preschoolers can wait for the attention no longer than a minute. School-age children should wait for longer. These general tips for managing interruptions will help most children:

- Let a child know when it's OK to interrupt immediately. For example, if something dangerous is happening, they should be allowed to interrupt.
- Teach a child to put their hand on your arm if they need to say something while you're talking. It will let you know that a child needs attention.

4. _____

A child might talk back when adults set limits, give instructions or give consequences. (5)_____

It is possible to manage talking back or backchat in a positive way and not let a child do it in the future. If a child talks back, here are some strategies that might help:

- Respond calmly and remind a child about conversation rules, speaking politely and **treating** each other **respectfully**.
- It is possible to give a consequence if a child is rude. This could be another way to speak or losing a privilege like playing computer games.
- It is important to avoid laughing or giving a child a lot of attention. In such way it is possible accidentally reward a child for the backchat.

5. _____

There are some things that might affect how children develop conversation skills:

- Self-regulation: this includes the ability to manage the behaviour and reactions to things happening around. It's important to learn to talk and listen. Children develop self-regulation as they grow.
- Temperament: for example, a very **social** child wants to be involved in every conversation, but he/she has **troubles** with listening. On the other hand, for a shy child it might be easier to listen but harder to respond.

There are some developmental problems that might affect talking and listening. **Speech delay** is a delay in using sentences or knowing how to speak to others. Speech difficulties include **lisp**, **stuttering** or forming sounds. If a child has any of these problems, it is necessary to see **a speech therapist**.

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. Motives of children's communication
- B. Conversation skills: what they are and why they're important
- C. Helping children develop conversation skills
- D. Dealing with **talking back** or **backchat**
- E. Things that affect children's conversation skills

F. Managing interrupting

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. But in a good conversation, all speakers do a similar amount of speaking and listening.
- B. So adults can help children develop good conversation skills by talking to their partners, friends and children.
- C. Teaching children how to interrupt correctly depends on their age and stage of development.
- D. For example, they might use a rude tone of voice, argue or try to negotiate when it's not appropriate.
- E. It is a kind of means to establish contacts with the world around.
- F. Conversation skills are the key to language development, the exchange of thoughts and ideas and listening to each other.

V. Mark the sentences T (true) or F (false)

1. ___ Conversation skills help children meet social needs.
2. ___ It is more important for children to talk with others than to listen to them.
3. ___ Parents should communicate in the way they would like their child to talk with others.
4. ___ Children learn communication skills best through setting strict limits.
5. ___ Interrupting helps children get what they need.
6. ___ If a child talks back, it is necessary to see a speech therapist.
7. ___ Self-regulation and temperament affect the development of children's conversation skills.

VI. Answer the questions given below in written form

- 1) What are conversation skills?
- 2) Why are conversation skills important?
- 3) Who can help children develop conversation skills?
- 4) How to help children develop conversation skills?
- 5) What are the reasons for interrupting conversation by children?
- 6) How to manage interrupting?
- 7) Why do children talk back or backchat?
- 8) How to deal with talking back or backchat?
- 9) What affects children's conversation skills?

VII. Dwell on the topic "CHILDREN'S CONVERSATION: LEARNING TO TALK AND LISTEN TO OTHERS"

LESSON 3. COMMUNICATION OF PRESCHOOLERS WITH ADULTS AND PEERS

I. Check you understand the words below. Read the words with their translation.

- | | |
|--|----------------------------------|
| 1. needs – потреби | 15. an exclamation – вигук |
| 2. recognition – визнання | 16. to prevail over – переважати |
| 3. cognitive – пізнавальний | над |
| 4. business – діловий | 17. to impose – нав'язувати |
| 5. to arise – виникати | 18. to compare – порівнювати |
| 6. a service role – службова роль | 19. emotional-practical – |
| 7. decisive – вирішальний,
важливий | емоційно-практична |
| 8. a cooperation – взаємодія | 20. situational-business – |
| 9. to diversify –
урізноманітнювати | ситуативно-ділова |
| 10. persistence – наполегливість | 21. non-situational-business – |
| 11. obedient – слухняний | позаситуативно-ділова |
| 12. fuss – вередування | 22. non-situational-personal – |
| 13. to establish – встановлювати | позаситуативно-особистісна |
| 14. peers – однолітки | 23. a mental development – |
| | психічний розвиток |
| | 24. to expand – розширювати |

25. self-awareness –
самосвідомість
26. curiosity – допитливість

27. an idea – ідея, уявлення
28. a necessity – необхідність

II. Read the text below. Answer the question “Why is communication with adults and peers important for preschoolers’ development?”



1. _____

Communication is a process, one of the children’s activities, through which they learn about the world and themselves in it, get social experience, develop themselves as persons.

Children begin to discover the world. Such activities are extremely important for them. They have to look for answers to many questions, to overcome various problems. (1)_____. And this encourages him/her to communicate with adults and peers.

2. _____

Motives of children’s communication are caused by their basic **needs**, first of all the needs in new impressions (cognitive), active activity (business), **recognition** and support (personal).

Cognitive motives for communication are generated by the need for new impressions. It encourages them to ask questions to adults. **Business** motives for communication **arise** because of the need of a child in active activities. And they need the adults' assistance. Personal motives are the essence of communication between a child and an adult. Unlike cognitive and business motives, which play a **service role**, personal motives are absolutely satisfied in communication.

3. _____

Communication between children and adults is a **decisive** factor in their development. They cannot live and develop without practical and verbal communication with adults. Their first specifically human object-oriented actions **arise** in **cooperation** with adults. For a preschool child, the circle of his/her communication includes parents and preschool teachers. (2)_____. Positive experience of relationships with adults increases children's interest in the world around them, **diversifies** the methods of its examination, activity and **persistence** in solving problems.

For preschoolers, adults are especially authoritative, have a **decisive** influence on their mental development. Among important adults, the closest person to a preschooler is his/her mother. He/She communicate with her most often, share his/her impressions, and he/she is the most **obedient** with her. Children often address their **fuss** to mothers and grandmothers. (3)_____. The next important person, who communicates with a child, is a preschool teacher. The organization of communication between preschoolers and adults is the important condition for the proper upbringing of children at any age. This communication should be enough in time and adequate in content.

4. _____

Communication of preschoolers with peers is very different from communication with adults. (4)_____. In such contacts there are no strict norms and rules, ways of behavior, which they have to follow when they communicate with adults.

In contacts with peers, their initiative statements prevail over the statements-answers, because it is more important for children to express themselves than to listen to someone. That is why preschoolers rarely manage to talk to their peers, because everyone talks about their own, not listening to another person, interrupting him/her.

Preschoolers' actions, aimed at peers, are different in purpose and function. Communicating with peers, they try to control their actions, control them, make comments, teach, demonstrate their abilities and skills, impose their own pattern of behaviour, activities, compare them with themselves.

5. _____

There are such forms of communication between preschoolers and peers: emotional-practical, situational-business, non-situational-business, non-situational-personal. During preschool childhood these forms develop and change each other.

Each form of communication affects the mental development of children. Emotional-practical form encourages them to show initiative, expands their emotional experience. Situational-business form develops the personality of a child, his/her self-awareness, curiosity, courage, optimism, creativity. Non-situational-business and non-situational-personal forms form the ability to see a personality in a partner, to take into account his/her thoughts and feelings. Each of these forms helps a child specify, clarify, deepen the idea of themselves.

Communication with adults and peers allows children to learn social norms of behaviour. (5)_____. Therefore, a child must know communication norms and understand their value and necessity.

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. Features of communication between preschoolers and peers
- B. Features of communication between children and adults
- C. Forms of communication between preschoolers and peers
- D. Motives of children's communication

- E. Communication as a type of activity
- F. The differences in communication with boys and girls

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. In communication, adults support cognitive initiative of children, help them study the world around them.
- B. It is a kind of means to **establish** contacts with adults.
- C. In certain life situations a child faces the need to follow moral norms and social requirements.
- D. A child can repeat the same action many times.
- E. It is emotionally brighter, more relaxed, full of imagination, even richer lexically, with various intonations, **exclamations**, grimaces, laughter and more.
- F. To do this, a child does not always have enough his/her own opportunities.

V. Mark the sentences T (true) or F (false)

1. ___ Communication is a means of getting social experience by preschoolers.
2. ___ Motives of children's communication are caused by their basic needs.
3. ___ Preschool teachers are more authoritative adults for preschoolers than their parents.
4. ___ Communication between preschoolers and adults is only important at early age.
5. ___ In communication with peers preschoolers follow each other rules.
6. ___ Children's fuss is a kind of means to establish contacts with adults.
7. ___ In communication, adults support cognitive initiative of children.

VI. Answer the questions given below in written form

- 1) What is communication?
- 2) Why is communication important for preschoolers' development?
- 3) What are the motives of children's communication?
- 4) What are the features of communication between children and adults?
- 5) Who are the most important persons who influence the children's communication?
- 6) What are the features of communication between children and peers?
- 7) What are the forms of communication between preschoolers and peers?
- 8) Why must a child know communication norms?

VII. Dwell on the topic "COMMUNICATION OF PRESCHOOLERS WITH ADULTS AND PEERS"

LESSON 4. NONVERBAL COMMUNICATION: BODY LANGUAGE AND TONE OF VOICE

I. Check you understand the words below. Read the words with their translation.

- | | |
|---|---|
| 1. A movement – рух | 10.to match – підходити, співпадати |
| 2. unspoken – негласний, невисловлений | 11.to turn away – відвертатися |
| 3. to reveal – розкрити | 12.acceptable – прийнятний |
| 4. to take care of – піклуватися про | 13.unacceptable – неприйнятний |
| 5. to interact – взаємодіяти | 14.children with additional needs – діти з особливими потребами |
| 6. towards – назустріч | 15.clapping – плескання |
| 7. to reject – відкидати, відторгати, не приймати | 16.winking – підморгування |
| 8. upset – засмучений | |
| 9. to reinforce – підсилити | |

II. Read the text below. Answer the question “Why is it important to use nonverbal communication while interacting with children?”



1. _____

Communication is more than just the words we use. It’s maintaining eye contact or hand **movements** while speaking.

Nonverbal signals such as tone of voice, gestures, and posture all play their part in communication.

Nonverbal communication is giving messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, and the distance between the individuals. (1)_____.

Nonverbal communication or body language is the **unspoken** element of communication that is used to **reveal** true feelings and emotions.

2. _____

Positive nonverbal communication can improve relationship with a child. That’s because positive nonverbal communication – like smiles and eye contact – tells a child about **taking care of** him/her. And because warm, loving relationships

are key to children's development, positive nonverbal communication contributes in a child's development, too.

Positive nonverbal communication also helps a child learn how to **interact** with other people. (2)_____. For example, if parents use warm body language **towards** their child, it helps a child learn how to express love.

But negative nonverbal communication might show that parents don't care or don't want to spend time with a child. Children can feel **rejected** or **upset** if this happens often.

3. _____

Body language and tone of voice are key parts of nonverbal communication. Body language includes everything we are doing with our body besides speaking. (3)_____. Tone involves the level and type of emotions and the emphasis on the words. It is possible to use them in order to send positive nonverbal messages to a child.

For positive nonverbal communication it may be important to:

- touch a child's arm to let him/her know you're interested in what they're saying;
- use lots of eye contact (This shows, "I'm giving you my full attention" or "You're important to me");
- bend down to a child's level. It helps to be close to a child, it also helps with eye contact, especially for younger children;
- use body language to show a child that you're trying to understand his/her feelings. For example, if a child smiles at you, smile back;
- use a pleasant tone of voice and a relaxed body posture and facial expression when talking with a child;
- embrace a child if he/she likes it.

The right nonverbal communication can **reinforce** the words. For example, a child understands that parents are happy to see him/her when they say "Good morning" and smile. But if nonverbal communication doesn't **match** the words, a

child can believe the nonverbal communication. So if to ask a child a question but **turn away** when a child answers, a child will probably think that parents are not really interested.

4. _____

Nonverbal communication can be useful when it is hard to talk because of distance or noise. For example, parents may smile to their child or give a “thumbs up” when he/she helps a friend in the playground. Or if parents can see bad behaviour of their child, they can use their facial expression and body language to send a message. (4)_____.

It can be hard to match nonverbal communication and words when a child says something funny but **unacceptable**. For example, if a young child says bad words or an older child repeats something rude.

It’s tempting to laugh, but that sends a mixed message. A child understands that this behaviour isn’t **acceptable** if parents’ words and nonverbal signals match up. So it is important to have a firm tone and say something like “In our family we speak to each other politely”.

5. _____

Autistic children and **children with other additional needs** can have trouble with communication, including nonverbal communication.

For example, autistic children often need to be taught about eye contact. But even when autistic children know how to use eye contact, they can often listen better when they aren’t looking directly into the speaker’s eyes. (5)_____.

Some children are too sensory and body contact like hugging may be difficult for them. It is important to think about the sort of nonverbal communication that such a child likes best, and use it to communicate. For example, **clapping**, **winking** or giving a thumb-up.

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

A. Using nonverbal communication to guide children’s behaviour

- B. The essence of nonverbal communication
- C. Why nonverbal communication is important
- D. Using body language and tone of voice to improve communication
- E. Things that affect children's nonverbal communication
- F. Nonverbal communication and children with additional needs

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. For example, parents may shake their head or put a hand up to signal stop.
- B. It's not what to say, it's how to say.
- C. It is possible to adjust communication depending on what is best for such a child.
- D. Interaction is an important skill for life.
- E. In other words, nonverbal communication is speaking without words.
- F. It is a kind of means to establish contacts with the world around.

V. Mark the sentences T (true) or F (false)

1. ___ Communication is giving the information to another person by means of words.
2. ___ Nonverbal communication is a part of general communication.
3. ___ Nonverbal communication is giving messages or signals through hands movements.
4. ___ Nonverbal communication is used to show speaker's feelings and emotions.
5. ___ Autistic children communicate only by means of nonverbal communication.
6. ___ Children with additional needs always have trouble with nonverbal communication.

VI. Answer the questions given below in a written form

- 1) What is the essence of nonverbal communication?
- 2) What kind of nonverbal signals does nonverbal communication include?
- 3) Why is nonverbal communication important in communication with children?
- 4) How do body language and tone of voice help to improve communication?
- 5) How does nonverbal communication affect children's behaviour?
- 6) What are the reasons for using nonverbal communication with children with additional needs?

VII. Dwell on the topic "NONVERBAL COMMUNICATION: BODY LANGUAGE AND TONE OF VOICE"

LESSON 5. TEACHING PRESCHOOLERS A FOREIGN LANGUAGE: WHEN TO BEGIN

I. Check you understand the words below. Read the words with their translation.

- | | |
|---|---|
| 1. to teach – навчати | 12. widespread – поширений, розповсюджений |
| 2. an educational activity – освітня діяльність | 13. a native speaker – носій мови |
| 3. to learn – вчитися, вивчати | 14. to perceive – сприймати |
| 4. compulsory – обов'язковий | 15. confidently – впевнено |
| 5. desirable – бажаний | 16. an explanation – пояснення |
| 6. to master – опанувати, оволодіти | 17. complex – складний |
| 7. a pet – домашній улюбленець | 18. fairy-tale folklore – казковий фольклор |
| 8. internal – внутрішній | 19. conscious – свідомий |
| 9. a perception – сприйняття | 20. to compare – порівнювати |
| 10. a choice – вибір | 21. familiar – знайомий |
| 11. developmental disorders – затримки у розвитку | 22. to force – примушувати, заставляти |

II. Read the text below. Answer the question "What is the best age period to teach preschoolers a foreign language?"



1. _____

Teaching preschoolers a foreign language is a special type of educational activity. (1)_____. In the process of learning, children do not learn the components of a foreign language, they master it as a means of communication.

Teaching children a foreign language is conducted orally. (2)_____. A child must use the learned words and expressions in the necessary situations. Thus, a teacher, chooses the forms and methods of teaching, creates a special foreign language environment for children, in accordance with the studied topic. It can be a conversation between two friends about their families, pets, favorite toys, clothes.

To learn a foreign (English) language, a preschool child must have an internal motivation: the desire to communicate in English, a positive attitude to mastering the language material, a positive perception of forms and methods of educational activities. (3)_____. So, the only way to form preschoolers' interest in learning English should be the game orientation. In a game, a child practices pronunciation of sounds, uses foreign words and phrases. Organizational forms and learning technology depend on the age and place of classes.

2. _____

It is known that the age from birth to 6 (7) years old is a sensitive period for children's speech development. (4)_____. The choice of the optimal age period to start learning a foreign language for preschoolers depends on the environment in

which the child is raised (family, institution of preschool education), the features of his/her development (in particular, the presence or absence of **developmental disorders**), language situation in a family (which language parents talk or one of them speaks a foreign language), the functioning of the language in society (how popular, **widespread** it is).

Thus, teaching children a foreign language can begin at different age periods.

From birth. At the same time, one of the parents or relatives must be a **native speaker** of the foreign language or know it perfectly, act on the principle of “one person – one language”, constantly communicate with a child in this language, without using another.

At the age of 3. A three-year-old child can already speak his/her native language. He/She is also able to **perceive** communication with a native speaker or a teacher. The work is based on simple speech games and game exercises of sensory, motor, communicative nature.

At the age of 4. A four-year-old preschooler already uses the learned words more **confidently**, exchanges simple sentences. He/She better perceives the **explanations** of adults, performs more **complex** game actions in moving, didactic and creative games. At this age a preschooler can already be interested in the holidays, customs and traditions, **fairy-tale folklore** of other people.

At the age of 5-6. A five- to six-year-old child can successfully and with interest learn a foreign language through **conscious** and motivated learning. He/She is able to **compare** it with his/her native language, combine **familiar** elements, and so on.

It is advisable to start learning a foreign language at the age of 5 in the institutions of preschool education. Preschool teachers should take into account that it is possible to involve a child in learning a foreign language in a group together with other children, if his/her general development is normal and he/she has formed speech skills, when he/she has mastered the norms of the native

language and is ready to master foreign language. Thus, the matter of the age period for learning a foreign language is individual for each child.

3. _____

The main form of teaching preschoolers a foreign language is a lesson. There may be 2-4 lessons a week.

A lesson is 20-25 minutes for five-year-old children, and up to 30 minutes – for six-year-old children.

To have better results there should be 6-8 children in a group.

(5)_____. After all, a preschool child is able to do only what is interesting to him/her.

4. _____

Didactic games based on children's vocabulary are the leading method and tool in foreign language classes. In them, children's actions are regulated by game tasks and game rules.

The following types of didactic games are used in foreign language teaching:

- language (phonetic – for the formation of pronunciation skills; lexical and grammatical – for mastering basic vocabulary and grammatical structures);
- speech (for the development of basic listening and speaking skills);
- communicative (for the formation of communication skills).

5. _____

There are such tasks of teaching preschool children a foreign language:

- to interest children in learning a foreign language;
- to teach children to communicate in a foreign language using lexical minimum associated with the world of childhood;
- to combine communication skills in native language with communication skills in foreign language;
- to form communication culture;

- to show children the elements of culture of English-speaking countries (Great Britain, the USA and others);
- to form tolerance and respect for other people.

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. Programs for teaching preschoolers a foreign language
- B. Organization of the process of teaching preschoolers a foreign language
- C. Methods of teaching preschoolers a foreign language
- D. Tasks of teaching preschoolers a foreign language
- E. Prerequisites for successful mastering a foreign language
- F. The best age period to start learning a foreign language

IV. Read the text again. Complete the gaps 1-5 in the text with the sentences A-F. There is one extra sentence you do not need to use.

- A. It is impossible to **force** a preschooler to attend foreign language classes.
- B. This applies to both native and non-native (foreign) language.
- C. Playing activity is leading at preschool age.
- D. It is a kind of means to establish contacts with the world around.
- E. To master the language it is not enough to know a lot of poems or songs in a foreign language.
- F. **Learning** a foreign language is not **compulsory**, but it is a **desirable** component of preschool education.

V. Mark the sentences T (true) or F (false)

1. ___ Learning a foreign language is compulsory at the institution of preschool education.
2. ___ Teaching preschoolers a foreign language is conducted orally.

3. ___ Game orientation makes it possible to interest children in learning a foreign language.
4. ___ The first three years of life are the most sensitive period for children's speech development.
5. ___ Preschoolers should start learning a foreign language at early age in the institutions of preschool education.
6. ___ The leading method in foreign language classes is a didactic game.

VI. Answer the questions given below in written form

- 1) What are the prerequisites for successful mastering a foreign language?
- 2) What is the best age period to start learning a foreign language?
- 3) What is the best age period to start learning a foreign language in an institution of preschool education?
- 4) What are the peculiarities of organization the process of teaching preschoolers a foreign language?
- 5) What are the best methods and tools for teaching preschoolers a foreign language?
- 6) What are the main tasks for teaching preschoolers a foreign language?

VII. Dwell on the topic "TEACHING PRESCHOOLERS A FOREIGN LANGUAGE: WHEN TO BEGIN"

LESSON 6. BILINGUAL CHILDREN: FEATURES OF EDUCATION

I. Check you understand the words below. Read the words with their translation.

- | | |
|-----------------------------|----------------------|
| 1. alternating – почерговий | 4. an interlocutor – |
| 2. knowledge – знання | співрозмовник |
| 3. equally – порівну | 5. a vocabulary – |
| | словниковий запас |

- 6. a language environment
– мовне середовище
- 7. outlook – кругозір
- 8. benefits – переваги
- 9. sense of self-worth –
почуття власної
гідності

- 10. sense of self-confidence
– почуття впевненості в
собі
- 11. rates – швидкість
- 12. to mix – змішувати

II. Read the text below. Answer the question “Is it true that bilingual children are smarter? Why? Why not? Give reasons”



1. _____

Bilingualism (bilingualism, Latin bi- “two” + lingua “language”) is:

- the practice of alternating use of two languages;
- knowledge of two languages and the ability to use them to communicate successfully (even with minimal knowledge of languages);
- equally perfect knowledge of two languages, the ability to use them equally in the necessary conditions of communication.

People who speak two languages are called bilinguals, three – polylinguals, and more than three – polyglots.

2. _____

If children grow up in bilingual families, it is important that each parent speaks to their child in their native language at all times. It is important to follow the principle of “One person – one language”. This way a child will not be confused, and it will be easier to switch from one language to another, depending on the **interlocutor**. (1)_____. By the age of one and a half, he/she will form a **vocabulary** from each language of his/her parents. Two- or three-year-old children will easily switch from one language to another – depending on who they are talking to. The idea is the mother always speaks her own language to the children, and the father always speaks his own language to them. (2)_____. However, these conditions work until children enter the **language environment** – society.

If a family is non-bilingual (father and mother speak the same language but a foreign language), there should be a division such as “country-family”, i.e. the family language is spoken in the family, and the language of the environment is spoken in the environment. (3)_____. It means that one language is spoken at home while another is spoken at kindergarten, school, with friends, etc.

Scientists state that bilingual children have a broader **outlook**. (4)_____. Scientists say that adults who were bilingual in childhood can better create complex ideas and solve problems.

Raising bilingual children has many benefits. For example, it can create strong family and cultural links.

Raising bilingual children has challenges as well. For example, it can take a lot of time and effort.

3. _____

Raising bilingual children is good not only for children, but also for their family.

There are such benefits for children, speaking more than one language:

- better academic results – this is because bilingual children can often concentrate better, are better at solving problems, understand language structures better, and are better at multitasking;

- better and more interesting career opportunities in their future life.

Also, if children speak more than one language, they have a better **sense of self-worth** and **self-confidence**. This comes from:

- feeling confident about communicating with family members and people, speaking other languages;

- being able to enjoy music, movies and literature in more than one language.

4. _____

Raising bilingual children has its difficulties. It can also sometimes mean a lot of work.

For example, when raising bilingual children, it is important to:

- keep children motivated to use both languages;
- help children understand the benefits of bilingualism;
- make sure children get lots of chances to hear and use their second and other languages;

- talk to children's teachers and get their support.

5. _____

Can children understand the differences between languages?

Children can understand the differences between languages at a young age and learn two or more languages at the same time. For example, they realize very quickly that they need to speak Ukrainian to Grandma, and English to their teacher.

How does bilingualism affect the way children learn Ukrainian?

Children who grow up in a family, where parents have only limited English, do better at learning English in school if they keep speaking their family languages at home. That's because a good base in their first language makes it easier for them to learn a second one.

How does bilingualism affect literacy skills?

Bilingual children who face more than one written language – for example, Ukrainian and English – or even different writing systems – for example, Chinese and Ukrainian – can read and write Ukrainian at high levels. They might also have a better understanding of how words look and sound than their peers who speak Ukrainian only.

How does bilingualism affect speech development?

All children develop speech at different **rates**. Learning more than one language at the same time doesn't affect how early or quickly a child learns to speak. Sometimes bilingual children **mix** their languages for a while, but it changes when they understand that they're using more than one language.

III. Read the text above. Match paragraphs 1-5 with the titles A-F. There is one extra title you do not need to use.

- A. Possible challenges of raising bilingual children
- B. **Benefits** of raising bilingual children
- C. The best age period to start learning the second language
- D. Bilingualism: frequently asked questions
- E. Raising bilingual children
- F. The essence of bilingualism

IV. Read the text again. Complete the gaps 1-4 in the text with the sentences A-E. There is one extra sentence you do not need to use.

- A. Such a child will speak two languages at once.
- B. This is another principle of “one-place-one-language”.
- C. If children hear that parents mix languages in the same conversation, they can't separate vocabulary and grammar of each language.
- D. This applies to both native and non-native (foreign) language.
- E. But their vocabulary in each language is smaller than vocabulary of monolingual children.

V. Mark the sentences T (true) or F (false)

1. ___ Bilingualism is the practice of alternating use of two or more languages.
2. ___ People who speak three languages are polyglots.
3. ___ Bilingual children are always cleverer than monolinguals.
4. ___ Bilingual children always mix languages.
5. ___ It is important to follow the principle of “one person – one language” to raise a bilingual child.

VI. Answer the questions given below in written form

- 1) What is bilingualism?
- 2) Who are polylinguals?
- 3) Who are polyglots?
- 4) What are the two principles of raising bilingual children?
- 5) What are the benefits of raising bilingual children?
- 6) What are the possible challenges of raising bilingual children?
- 7) Can children understand the differences between languages?
- 8) How does bilingualism affect literacy skills?
- 9) How does bilingualism affect speech development?

VII. Dwell on the topic “BILINGUAL CHILDREN: FEATURES OF EDUCATION”

EXAMINATION TOPICS

1. The role of English in Education.
2. Preschool teacher at the call of the sole.
3. Education in Ukraine.
4. The system of preschool education in Ukraine.
5. Education in Great Britain.
6. Scientists of Ukraine are the elite of the state.
7. Family atmosphere: how does it influence children's upbringing?
8. Types of parenting styles and their effects on kids.
9. How praise and punishment affect kids?
10. Preschoolers at home: children and everyday household chores.
11. The abuse of overparenting.
12. Communication skills. The importance of communication skills development.
13. How to support children's communication skills?
14. Games to teach children communication skills.
15. Communication of preschoolers with adults and peers.
16. Children's conversation: learning to talk and listen to others.
17. Nonverbal communication: body language and tone of voice.
18. Teaching preschoolers a foreign language: when to begin?
19. Bilingual children: features of education.
20. The importance of play for preschoolers.
21. The important types of a play in a child's social development.
22. Benefits of a play for preschoolers.
23. Playing computer games. Advantages and disadvantages for preschoolers.
24. Object-oriented activity as the leading activity of early age children.
25. Game activity is the leading activity of a child of preschool age.

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Навчальне видання

Олена Анатоліївна Буздуган

Методичні рекомендації до практичних занять з дисципліни

**«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ»**

для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальності 012 Дошкільна освіта

Методичні рекомендації