Буздуган Олена Анатоліївна

Завдання для самостійної роботи з дисципліни

«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»

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

Методичні рекомендації

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Буздуган О. А.

Завдання для самостійної роботи з дисципліни «Іноземна мова за професійним спрямуванням» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 012 Дошкільна освіта : метод. рек. Одеса, 2022. 64 с.

Методичні рекомендації покликані сприяти формуванню у здобувачів вищої освіти першого (бакалаврського) рівня спеціальності 012 Дошкільна освіта комунікативної компетентності, базою для якої є комунікативні вміння, засновані на мовних знаннях і навичках, що забезпечують входження молодого фахівця у професійний соціум. З усіх видів навчальної діяльності самостійна робота студентів значною мірою забезпечує формування самостійності як провідної риси особистості студента. Самостійна робота з дисципліни «Іноземна мова за професійним спрямуванням» припускає її здійснення в наступних видах: самостійне вивчення теоретичного матеріалу, виконання запропонованих завдань. Структура методичних рекомендацій відповідає робочій програмі навчальної дисципліни «Іноземна мова за професійним спрямуванням» для закладів вищої освіти педагогічного профілю. Матеріал методичних рекомендацій є логічним доповненням тем практичних занять.

3MICT

ВСТУП

Методичні рекомендації «Завдання для самостійної роботи 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».

Самостійна робота студента – це форма організації навчального процесу, при якій заплановані завдання виконуються студентом під методичним керівництвом викладача, але без його безпосередньої участі.

Зміст методичних рекомендацій «Завдання для самостійної роботи з дисципліни «Іноземна мова за професійним спрямуванням» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 012 Дошкільна освіта» полягає в науково обґрунтованій системі дидактично та методично оформленого навчального матеріалу з урахуванням структурно-логічної схеми підготовки фахівців, яку відображено в освітньо-професійній програмі та робочому навчальному плані.

Метою самостійної роботи здобувачів вищої освіти з навчальної дисципліни «Іноземна мова за професійним спрямуванням» є вдосконалення навичок самостійної роботи, створення особистого підходу до пізнання й самостійного опрацьовування навчального матеріалу, а також розвиток і підготовка до практичних занять та екзамену з навчальної дисципліни.

Самостійна робота з дисципліни «Іноземна мова за професійним спрямуванням» припускає її здійснення в наступних видах: самостійне вивчення теоретичного матеріалу, виконання запропонованих завдань. Матеріал методичних рекомендацій є логічним доповненням тем практичних занять.

Методичні рекомендації «Завдання для самостійної роботи 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 SICIETY

Lesson 1. EDUCATION IN UKRAINE

I. Match English and Ukrainian equivalents

1) crèches	a) середня та вища освіти
2) secondary and higher education	b) початкова школа
3) compulsory	c) аспірантура
4) a primary school	d) обов'язковий
5) an institution of higher education	e) заклад вищої освіти
6) post-graduate education	f) дитячі ясла

II. Read the text. Find the answer to the question "Why is education important for young people?"

Education plays a very important role in our life. Its main purpose is to prepare young people physically, mentally and socially for the world of everyday life and work. It may reveal our abilities and help to choose the right occupation in life. Education also influences the formation of a personality. We often remember our teachers for all our lives.

The majority of schools in Ukraine are free and they are financed by the state. State schools provide the pupils with all the necessary books and equipment for their studies. The public educational system in Ukraine consists of preschool, general school, specialized secondary and higher education. Preschool education consists of crèches and kindergartens. Children there get first reading, writing and arithmetic skills. But preschool education isn't compulsory – children can have it at home.

The main link in the system of education is the general secondary school which prepares the younger generation for life and work in the modern labour market. Children start school at the age of 6 and leave it at 18. The school year

begins in September and finishes in May. The school year is divided into four terms called quarters. Each quarter is followed by holidays.

There are various types of schools: general secondary schools, schools specialized in a certain subject, colleges, and so-called lyceums, gymnasia, and so on. The term of study in a general secondary school is 11 years and it consists of primary (or elementary), middle and upper stages. The first stage of education (primary/elementary) is the primary school for grades 1 through 4. At primary school they get basic elementary knowledge in major sciences. The second stage (middle) is secondary school for grades 5 through 9. At the middle stage of a secondary school the children get the basic knowledge about nature and society at the lessons of History, Mathematics, Literature, Physics and many other subjects. All the subjects are important and they all must be paid much attention to. After the 9th form school students pass the examinations. But it doesn't mean that they have completed their secondary education. After the 9th form school students can either continue to attend the same school (upper stage - high school - grades 10-11) or enter technical schools or colleges of different types. Here young people can master a number of useful skills (e.g. those of an electrician, technical, or a computer operator). At the end of the 11-th form pupils take the final exams and the results of these exams influence for entering the university. After the 10—11 forms children may enter institutions of higher education. Those who graduate from a technical school or a college may also study further at an institution of higher education. They also receive the General Certificate of Secondary Education. Those who leave the general secondary school, receive the General Certificate of Secondary Education too, giving them the right to pass standardized tests and enter an institution of higher education. Institutions of higher education (universities and academies) train students in one or several specializations. They usually offer a four-year course of study. Nowadays a new system of training is introduced by Bachelor Degree (four years) and Master Degree (1.5-2 years). When students receive their diploma, they may study further. Post-graduate education and scientific research work are not very popular now among young

people. But in some fields of science there are outstanding research papers and discoveries.

III. Choose the right word or word combination

1. Preschool education consists of … and kindergartens.

 a) primary schools   b) crèches   c) institutions of preschool education

2. The public educational system in Ukraine consists of preschool, general school, … education.

a) secondary and higher   b) primary   c) compulsory

3. Preschool education isn't … in Ukraine. Children can have it at home.

a) free   b) popular   c) compulsory

4. At children get basic elementary knowledge in major sciences.

a) primary school   b) preschool   c) secondary school

5. … usually offer a four-year course of study and train students in one or several specializations.

a) Institutions of higher education   b) Secondary schools   c) Post-graduate education

IV. Make a short summary of the text using the words below

Crèches, secondary and higher education, compulsory, a primary school, an institution of higher education, post-graduate education.

V. Answer the questions given below in written form

1) Is education important for choosing our future profession? Give reasons.

2) What does the public educational system in Ukraine consist of?

3) Is preschool education compulsory in Ukraine?

4) What do children learn to do in crèches and kindergartens?

5) What age do children in Ukraine start school? What age do they leave school?

6) What are the types of schools in Ukraine?

7) What can school students do after the 9th form?

8) How long do students study at universities?

9) Is post-graduate education popular among young people in Ukraine? Why? / Why not?

VI. Dwell on the topic "Education in Ukraine"

Lesson 2. EDUCATION IN GREAT BRITAIN

I. Match English and Ukrainian equivalents

1) a range	a) тривати
2) nursery	b) початкова школа
3) an infant school	c) основний
4) a junior school	d) дитячий садок (для дітей віком 5-7 років)
5) to last	e) відмовитися
6) available	f) рівень
7) to withdraw	g) доступний
8) fee-paying	h) дитячі ясла
9) boarding schools	i) школи-гімназії
10) grammar schools	g) школи-інтернати
11) core	k) Атестат про загальну середню освіту
12) the General Certificate of secondary education (GCSE)	l) платний

II. Read the text. Find the answer to the question "Is there any difference between the system of education in Ukraine and Great Britain?"

Education in Britain is compulsory and free for all children.

Primary education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. It includes three age ranges: nursery for children under 5

years, infants from 5 to 7, and juniors from 7 to 11 years old. In nursery schools babies don't have real classes, they learn some elementary things such as numbers, colours and letters. Besides, they play, have lunch and sleep there. Children usually start their school education in an infant school and move to a junior school at the age of 7.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years: one form to each year. Secondary schools are generally much larger than primary ones. Pupils in England and Wales begin studying a range of subjects from the National Curriculum. Religious education is available in all schools, although parents can withdraw their children from such classes.

Some parents choose private schools for their children. They are very expensive but considered to provide a better education and good job opportunities. About 5 per cent of schoolchildren attend fee-paying private or public schools. Most of these schools are boarding ones, where children live as well as study. The most famous British public schools are Eton, Harrow and Winchester.

The large majority of British schools teach both boys and girls together. But grammar schools, which give state secondary education of a very high standard, teach boys and girls separately.

The school year in England and Wales starts in September and ends in July. In Scotland it runs from August to June and in Northern Ireland from September to June and has three terms. At 7 and 11 years old, and then at 14 and 16 at secondary school, pupils take examinations in the core subjects (English, Mathematics and Science).

The main school examination, the General Certificate of secondary education (GCSE) examination is taken at the age of 16. If pupils are successful, they can make their choice: they may either go to a Further Education College or a Polytechnic or they may continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for "A" (Advanced) Level Exams in two or three subjects which is necessary to enter one of the British universities.

Universities usually select students basing on their A-level results and an interview. In England there are 47 universities, including the Open University which teaches via TV and radio, about 400 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the Bachelor's degree and the Master's degree. After three years of study a university graduate gets the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master's Degree and then a Doctor's Degree (PhD).

Primary Education

Secondary Education

Higher Education **Work**
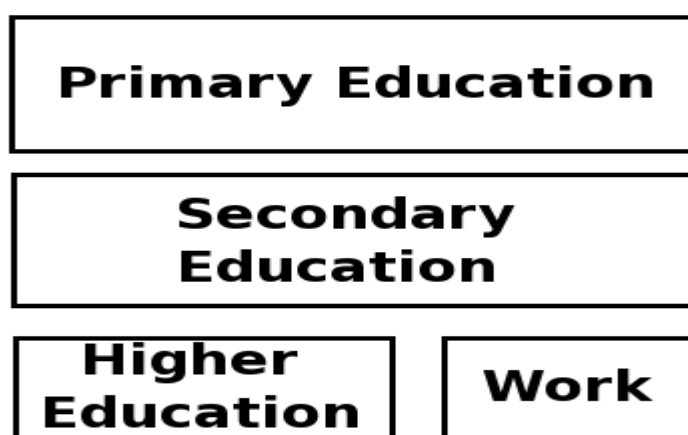
III. Choose the right word or word combination

1. Children usually start their school education in … .

 a) an infant school   b) junior school   c) secondary school

2. Religious education is … in all schools of Great Britain.

a) fee-paying   b) available   c) compulsory

3. … are very expensive but they are considered to provide a better education and good job opportunities.

a) Public schools   b)   Boarding schools   c) Private schools

4. Most often …, which give state secondary education of a very high standard, teach boys and girls separately.

a) grammar schools   b) boarding schools   c) public schools

5. Schools where children live as well as study are called …

a) grammar schools   b) boarding schools   c) public schools

IV. Make a short summary of the text using the words below.

A range, nursery, an infant school, a junior school, to last, available, to withdraw, fee-paying, boarding schools, grammar schools, core, the General Certificate of secondary education (GCSE).

V. Answer the questions given below in written form

1) Is education in Britain compulsory and free for all children?

2) When does the primary education begin in England? Wales? Scotland? Northern Ireland?

3) What ranges does the primary education include?

4) When does the compulsory secondary education begin? How long does it last?

5) Are there any private schools in Great Britain? Are they free?

6) What is a boarding school?

7) What is the General Certificate of Secondary Education (GCSE) examination?

8) When do British students take the General Certificate of secondary education (GCSE) examination?

9) What two kinds of degrees do the British universities award their graduates?

10)   Is a Doctor's Degree (PhD) available in Great Britain?

VI. Dwell on the topic "Education in Great Britain"

Lesson 3. SYSTEM OF PRESCHOOL EDUCATION IN UKRAINE

I. Match English and Ukrainian equivalents

1) a systematic and purposeful process	a) соціально-педагогічний патронат
2) an aptitude	b) нахил, схильність

3) an inclination	c) дитячий будинок
4) an outlook	d) здібності
5) a social and pedagogical patronage	e) систематичний і цілеспрямований процес
6) an orphanage	f) світогляд, кругозір
7) Basic component of preschool education	g) базовий компонент дошкільної освіти
8) adoptive parents	h) прийомні батьки
9) subordination	i) підпорядкування

II. Read the text. Find the answer to the question "What are the main peculiarities of the system of preschool education in Ukraine?"

Preschool education is the level of education that a child acquires in an institution of preschool education, in a family or with the help of an individual as a result of a consistent, systematic and purposeful process of mastering the Basic component of preschool education, which involves: formation of the basics of a child's social adaptation and life competence; formation of the elements of a natural and expedient outlook, development of a positive emotional and value attitude towards the environment; affirmation of an emotional and valuable attitude to a person's practical and spiritual activity; development of the need to realize one's own creative abilities.

The Ukrainian legislation on preschool education is based on the Constitution of Ukraine and consists of the Law of Ukraine "On Education", the Law of Ukraine "On Preschool Education", other normative legal acts and international treaties of Ukraine.

Acquiring preschool education in the institutions of preschool education, regardless of subordination, types and form of ownership, must ensure the fulfillment of the requirements of the Basic component of preschool education in Ukraine, which is implemented by child development programs and educational

and methodological support approved by the Ministry of Education and Science of Ukraine.

Three stages of physical, mental and social development of a child's personality are distinguished in preschool education: infant age (up to one year old), early age (1-3 years old), preschool age (3-6/7 years old).

The Law of Ukraine "On Preschool Education" provides age periodization:

infants (up to one year old);

early age (from one to three years old);

preschool age (from three to six (seven) years old):

younger preschool age (from three to four years old);

middle preschool age (from four to five years old);

senior preschool age (from five to six (seven) years old).

Preschool education is a holistic process aimed at a preschool child's comprehensive development in accordance with his/her aptitudes, inclinations, abilities, individual, mental and physical characteristics, cultural needs; the formation of a preschool child's moral standards, the acquisition of life social experience.

It should be taken into account that preschool education is a compulsory component of the system of continuous education in Ukraine, and therefore it is designed to implement important tasks: preservation and strengthening of a child's physical, mental and spiritual health; formation of love for Ukraine, a respectful attitude towards the family, respect for national traditions and customs, for the state and native language, national values of the Ukrainian people, as well as the values of other nations and peoples, a conscious attitude towards oneself and the environment; the formation of a child's personality, the development of his/her creative abilities, his acquisition of social experience; fulfilling the requirements of the Basic component of preschool education, ensuring social adaptation and readiness to continue education; implementation of social and pedagogical patronage of the family.

The acquisition of preschool education in the institutions of preschool education, regardless of subordination, types and forms of ownership, as well as in a family, is guaranteed to citizens of Ukraine on the basis of equality, regardless of race, skin colour, political, religious and other beliefs, gender, ethnic and social origin, property status, place of residence, language or other characteristics.

A child can acquire preschool education at the request of parents or persons who replace them:

- in preschool educational institutions regardless of subordination, types and form of ownership;

- in a family (before a child reaches the age of five);

- with the help of individuals with high moral qualities, who have a corresponding higher pedagogical education, a license for the right to provide educational services in the field of preschool education, and whose physical state of health allows them to perform the duties of a preschool teacher.

The system of preschool education in Ukraine consists of: the institutions of preschool education (regardless of subordination, types and form of ownership); scientific and methodical institutions; education management bodies; education and upbringing in a family.

Particular attention should be paid to the types of the institutions of preschool education, among which the following should be highlighted:

- an institution of preschool education (nursery) for children aged two months to three years;

- an institution of preschool education (nursery-kindergarten) for children aged two months to six (seven) years;

- an institution of preschool education (kindergarten) for children aged three to six (seven) years;

- an institution of preschool education (nursery-kindergarten) of compensatory type for children aged two to seven (eight) years who need correction of physical and (or) mental development, long-term treatment and rehabilitation (special and sanatorium);

- an orphanage;

- an institution of preschool education (an orphanage) of boarding type;

- a family-type institution of preschool education (nursery-kindergarten) for children aged two months to six (seven) years;

- an institution of preschool education (nursery-kindergarten) of the combined type for children aged from two months to six (seven) years;

- an institution of preschool education (a child development center).

Preschool education in Ukraine is based on the principle of continuous education throughout life, that is, the educational process begins immediately from birth and continues throughout life.

III. Choose the right word or word combination

1. Preschool education is the level of education that a child acquires in an institution of preschool education, in a family or with the help of an individual as a result of a consistent, … process of mastering the Basic component of preschool education.

a) systematic and purposeful   b) long-term   c) conscious

2. If adoptive parents return the child to …, it breaks his/her life.

a) a kindergarten   b) a nursery   c) an orphanage

3. Children are kept in an orphanage until their … come for them.

a) parents-in-law   b)   siblings   c) adoptive parents

4. … provides adoptive parents with psychological and pedagogical assistance.

a) An institution of preschool education of boarding type   b) A social and pedagogical patronage   c) A child development center

5. The system of preschool education in Ukraine consists of: the institutions of preschool education (regardless of …, types and form of ownership); scientific and methodical institutions; education management bodies; education and upbringing in a family.

a) subordination   b) skin colour   c) position

IV. Make a short summary of the text using the words below.

A systematic and purposeful process, an aptitude, an inclination, an outlook, a social and pedagogical patronage, an orphanage, Basic component of preschool education, adoptive parents, subordination.

V. Answer the questions given below in written form

1. Give the definition of the concept "Preschool Education".

2. What is the Ukrainian legislation on preschool education based on?

3. What is the Basic component of preschool education?

4. What are the requirements of the Basic component of preschool education?

5. What are the stages of physical, mental and social development of a child's personality?

6. What are the age periodization provided by the Law of Ukraine "On Preschool Education"?

7. What are the tasks of preschool education?

8. Where can a child acquire preschool education?

9. What does the system of preschool education include?

10. Name the main types of the institutions of preschool education.

VI. Dwell on the topic "System of preschool education in Ukraine"

Lesson 4. SYSTEM OF PRESCHOOL EDUCATION IN GREAT BRITAIN

I. Match English and Ukrainian equivalents

1) protective	a) вихователь
2) a developmental method	b) захисний
3) a preschool teacher	c) бути привченим до туалету

	(горщика)
4) an educator	d) метод навчання
5) an educational program	e) вихователь закладу дошкільної освіти
6) day nurseries	f) кваліфікований
7) local authorities	g) захисний
8) nursery staffs	h) відвідування, відвідуваність, присутність
9) a curriculum	i) ясла
10) qualified	g) навчальний план
11) an educational process	k) персонал ясел
12) an attendance	l) органи місцевого самоврядування
12) to be toilet trained	m) навчальний процес
13) a method of teaching	n) освітня програма

II. Read the text. Find the answer to the question "What are the main peculiarities of the system of preschool education in Great Britain?"

The British are a nation that is extremely protective of its history and traditions. This approach is also applied in English education, which successfully combines modern developmental methods and all the best that has been accumulated by preschool teachers and educators at schools of different levels during the centuries.

Preschool education in England has rich useful resources and technics. Traditionally it begins at the age of 2-3. Although this education step is not compulsory, most parents prefer to send their children to preschool at this age, and by the age of five young kids become schoolchildren.

In the UK there are preschool institutions of different types with different working hours, funding sources, goals and content of educational programs, pupil's diversity – for any preferences and financial opportunities (playgroups, family

centres, libraries of books and toys, mother and child clubs, religious (in churches), etc.).

Types of daycare and preschool in the UK

Daycare in the UK includes the following types:

- day nurseries;
- preschools and nursery schools;
- Sure Start Children's Centers;
- playgroups and crèches.

Which type to use will depend on factors such as availability and parents' preferences. Many UK parents use a mixture of different types.

What is a day nursery?

Day nurseries, which differ slightly from preschools in the UK, provide childcare for children up to five. However, the exact admissions criteria vary from nursery to nursery. For example, some nurseries don't take babies, while others may accept children aged up to four. Most day nurseries are run as private businesses, but some are run by local authorities, non-profit groups, or schools.

Trained nursery staff combines play and developmental learning in sessions, based on a curriculum.

What do children do at day nursery?

Day nurseries are typically open Monday to Friday from as early as 07:00 till no later than 18:00. Most nurseries close during Christmas and Easter and bank holidays. Some also take a break during the summer holiday period.

The typical nursery day will be a mixture of play, learning, mealtime, and resting. Most nurseries provide meals and snacks included in the overall costs. Babies and younger toddlers will usually have a nap time around midday. Activities can include:

- arts and crafts;
- storytelling;
- listening and dancing to music;

- playing with toys;
- sensory play involving elements such as water or sand;
- outdoor play sessions;
- basic number and language learning.

Staff to child ratios are in place to ensure that children are properly supervised and get adequate attention. This varies according to children's ages and staff experience but usually starts with one educator per three children under two. In most nurseries, children have an assigned key worker who monitors their individual progress in areas such as speech and language development.

What is a preschool?

Preschools in the UK are similar to day nurseries, with a few key differences, such as:

- preschools only take children from ages 2 to 3, whereas nurseries usually take younger children too;
- although both follow the same early years' curriculum, learning is slightly more structured in preschools and will usually involve at least one qualified preschool teacher;
- preschools are often based within a school setting, such as a primary school, although the running of the facility is contracted out to a private, public, or voluntary provider.

British education "from three to five"

This aspect is regulated at the state level: the government program provides free preschool education for children from three years. Each young citizen of foggy Albion is entitled to 38 weeks of study per year, 15 hours a week.

To ensure this right, parents receive state vouchers for the maintenance of a child in a kindergarten. At the same time, each family can spend it as they wish, using either as full payment for educating in a public preschool institution or as material assistance to pay for a more expensive private or commercial kindergarten.

It is important to note that all institutions participating in the program must adhere to programs and methods provided by the British Department of Education – but they are allowed to make their own changes to the main program to focus the educational process on certain activities (for example, learning several languages).

In English kindergarten the main thing is the learning process, so it is carried out not only at a special time, but constantly.

Preschool education regulated by the state program in Britain should provide:

- personal and emotional development of a child;
- his/her social skills, ability to communicate;
- knowledge of the language, literacy;
- development of mathematical abilities;
- general ideas about nature and society;
- physical and aesthetic education.

The Cost of Preschool Education

If parents are unable to enroll their child in a state-aided nursery school, they will have to pay for the attendance. The cost of private nursery schools varies. Generally, it is ranged from £50 a week to £15,000 a year. In average, a short-term at preschool that includes 25 hours of attendance will cost about £100.

There are many preschools in the UK that accept children from the age of 2. It is important to note that if parents want their child to be enrolled in such early education, it is required that a child has to be toilet trained. Also, it should be noted that if parents want their child to be enrolled in all day nursery school, a packed lunch provided by the school is required and it will cost some extra money.

There are about 800 nursery schools in the UK that use the world-famous Montessori method of teaching. Some of them allow choosing from a number of morning or afternoon sessions.

Advantages of Attending Preschool

Though preschools such as playgrounds generally do not provide children with education and are focused on educational games, statistic shows that children who attend play schools are generally brighter and usually progress much faster when school begins than those who do not.

Nursery schools are highly recommended for families with children who came from overseas and do not use the English language at home. In this case, attending a nursery school will help a child to assimilate faster, to integrate into the local community and to get prepared to primary school.

III. Choose the right word or word combination

1. Bathing in cold water may have some … effects for children if to do it in moderation.

 a) protective   b) long-term   c) special

2. A nurse-tutor is a specialist with a pedagogic education, working experience and the one who possesses knowledge of … and child psychology.

a) developmental methods   b) local authorities   c) a foreign language

3. New requirements of the … generate new ways of interaction between preschool teachers and parents.

a) educational process   b) foreign language   c) developmental methods

4. Most children are not ready … until at least two years of age.

a) to study a foreign language   b) to be toilet trained   c) to walk independently

5. The problem parents may face is to find a … educator for their child.

a) patient   b) talkative   c) qualified

IV. Make a short summary of the text using the words below.

Protective, a developmental method, a preschool teacher, an educator, an educational program, day nurseries, local authorities, nursery staffs, a curriculum, qualified, an educational process, an attendance, to be toilet trained, a method of teaching.

V. Answer the questions given below in written form

1. Is preschool education in Great Britain compulsory?

2. What are the types of daycare and preschool in the UK?

3. What is a day nursery?

4. What do children do at day nursery?

5. What is a preschool?

6. Give short characteristic of British education "from three to five".

7. Describe the cost of preschool education.

8. What are the advantages of attending preschool?

VI. Dwell on the topic "System of preschool education in Great Britain"

UNIT II. LEADING ACTIVITY OF EARLY AND PRESCHOOL AGE CHILDREN

Lesson 1. THE IMPORTANCE OF PLAY FOR PRESCHOOLERS

I. Match English and Ukrainian equivalents

1) vital	a) радість
2) playful	b) соціалізувати, соціалізуватися
3) to explore	c) життєво-необхідний
4) joy	d) подібний, схожий
5) sophisticated	e) спільна гра (гра, яка передбачає взаємодію)
6) a cooperative play	f) досліджувати
7) to look for	g) шукати
8) to take turns	h) витончений
9) to socialize	i) грайливий
10) similar	g) робити ось по черзі

II. Read the text. Find the answer to the question "Why is play important for preschoolers?"

As institutions of preschool education strengthen their academic focus, play maintains a vital role.

Preschool – it's not just about the sandbox anymore. Children learn certain skills in institutions of preschool education to be prepared for elementary school. Does play fit in this case?

Play is work for preschoolers. Children are playful by nature. Children play to explore the environment, first by themselves and then with others. When they learn and play with joy, then it's a positive experience. Play is a positive approach to learning.

As children develop, their play becomes more sophisticated. At the age of two years old, a child plays by himself and has little interaction with others. Then he starts watching how other children play but may not join them. Such behavior is natural for preschool children. This way, younger children watch and learn from older preschoolers how to interact.

At the age of 2–3 years old, a preschooler starts to play sitting next to another child, often someone with similar interests. This way the cooperative play begins. An adult can help children find the words to express their questions or needs.

At the age of 4–5 years old, preschoolers look for children with similar interests. They discuss, make rules, create play scenes, take turns and work together.

Thus, having time and space for playing gives children the opportunity to meet their friends and socialize, keeps them physically active, and gives the freedom to choose what they want to do.

III. Choose the right word or word combination

1. Scientific knowledge has … meaning only if it is put into practice.

 a) little   b) vital   c) special

2. Children are by … nature.

a) playful   b) patient   c) reserved

3. We need to research, … and discover new methods of teaching.

a) renew   b) develop   c) explore

4. Children always bring … and happiness.

a) good news   b) joy   c) play

5. At the age of 2–3 years old, a preschooler starts to play sitting next to another child, and play … .

a) the cooperative play   b) computer games   c) game with rules

IV. Make a short summary of the text using the words below.

Vital, playful, to explore, joy, sophisticated, a cooperative play, to look for, to take turns, to socialize, similar.

V. Answer the questions given below in written form

1) What is the role of play in children's development?

2) Is play important for preschoolers? Why? Give reasons.

3) What is the teacher's role at children's play?

4) How is play and learning connected?

5) What are the main characteristics of children's play at the age of 2?

6) What are the main characteristics of children's play at the age of 2–3?

7) What are the main characteristics of children's play at the age of 4–5?

8) What are the benefits of children's play?

VI. Dwell on the topic "The importance of play for preschoolers"

Lesson 2. IMPORTANT TYPES OF PLAY IN A CHILD'S SOCIAL DEVELOPMENT

I. Match English and Ukrainian equivalents

1) hide and seek	a) рухово-фізична гра
2) to be engaged in	b) займатися
3) a constructive play	c) сприяти
4) an expressive play	d) одиночна гра
5) to facilitate	e) фантастична / драматична гра
6) a fantasy / dramatic play	f) гра «хованки»
7) a virtual / digital play	g) групова мета
8) a solitary play	h) конструктивна гра
9) a motor-physical play	i) віртуальна / цифрова гра
10) a group goal	g) експресивна гра

II. Read the text. Find the answer to the question "What are the important types of play in a child's social development?"

Play is an essential part of all children's development. Play is how children socialize, think, solve problems, and most importantly, have fun. Play is a children's pleasurable activity, which they do on a voluntary basis. Play is a way to learn, allowing children to try on adult roles and master new skills.

Play can also be described by the types of activities, which children do during play.

1. Motor-Physical Play

Children run, jump, and play games such as hide and seek and tag, they are engaging in physical play. Physical play offers a chance for children to develop muscle strength, coordination, and exercise. Children also learn to take turns and accept winning or losing.

2. Constructive Play

In this type of play, children build and create things. Constructive play starts in infancy and becomes more complex as a child grows. The simple act of a baby putting his toes in his mouth to see how they feel and taste is a type of physical play. As a toddler, children begin building with blocks, playing in sand, and drawing. During constructive play, children explore objects, discover patterns, and problem solve, to find what works and what does not.

3. Expressive Play

Children learn to express feelings and emotions during expressive play. Art materials such as crayons, paints, and play dough facilitate expressive play. Beanbags, scarves, and musical instruments are other sources of toys. Children develop creativity and symbolic communication through expressive play.

4. Fantasy / Dramatic Play

Children learn to create and imagine beyond their world. They take adult roles and learn to think in abstract ways. Children stretch their imaginations and use new words and numbers. Children can make different situations, experiment with languages, and learn to express emotions during fantasy play.

5. Cooperative Play

Cooperative play begins in the late preschool period. The play is organized by group goals and established rules. There is at least one leader, and children are definitely in or out of the group. Children are moving from a self-centered world to an understanding of the importance of social interactions and rules. Games with rules teach children the concept that life has rules that everyone must follow.

6. Virtual / Digital Play

When children play electronic video games or computer-based learning programs, they are engaging in a form of solitary play. There is no social interaction. Virtual play negatively impacts a child's social skills, including eye contact and attention span.

Parents have an important role in play. They can encourage play by providing interesting materials for exploration and learning. Playing with a

child helps him learn how to manipulate toys and other play materials by modeling parents' actions.

III. Choose the right word or word combination

1. Children run, jump, and play games such as hide and seek and tag, they are engaging in … .

 a) a motor-physical play   b) a solitary play   c) an expressive play

2. In …, children build and create things.

a) a solitary play   b) a constructive play   c) an expressive play

3. Children learn to express feelings and emotions during … .

a) a solitary play   b) a constructive play   c) an expressive play

4. Children learn to create and imagine beyond their world in … .

a) a fantasy / dramatic play   b) a solitary play   c) an expressive play

5. When children play electronic video games or computer-based learning programs, they are engaged in a form of … .

a) a fantasy / dramatic play   b) a virtual / digital play   c) an expressive play

IV. Make a short summary of the text using the words below.

Hide and seek, to be engaged in, a constructive play, an expressive play, to facilitate, a fantasy / dramatic play, a virtual / digital play, a solitary play, a motor-physical play, a group goal.

V. Answer the questions given below in written form

1) What is a play?
2) What are the important types of play in a child's social development?
3) What is the effect of Motor-Physical Play on children's development?
4) What is the effect of Constructive Play on children's development?
5) What is the effect of Expressive Play on children's development?

6) What is the effect of Fantasy / Dramatic Play on children's development?

7) What is the effect of Cooperative Play on children's development?

8) What is the effect of Virtual / Digital Play on children's development?

9) What is the role of parents in children's play?

VI. Dwell on the topic "Important types of play in a child's social development"

Lesson 3. BENEFITS OF PLAY FOR PRESCHOOLERS

I. Match English and Ukrainian equivalents

1) gross motor	a) велика моторика
2) fine motor	b) поруч
3) handling	c) використання, поводження
4) success	d) впевненість у собі
5) patience	e) дрібна моторика
6) side by side	f) егоцентричний
7) self-confidence	g) успіх
8) leadership qualities	h) терпіння
9) negotiating	i) ведення переговорів
10) egocentric	g) лідерські якості

II. Read the text. Find the answer to the question "How can preschoolers benefit from play?"

Through play, children develop skills they'll use in their school years and their future life. Thus preschoolers have benefits of correctly organized play. It helps to develop physical skills, communication skills, self-concept skills, social skills.

Physical skills

Both gross and fine motor developments occur through play. When kids play outdoors, they feel comfortable; they push themselves to new challenges and build motor skills. Developing fine motor skills, such as handling small objects, is a way for children to practice their hands and fingers. This builds the strength and coordination, which is necessary for writing skills. Children's attention works best if parts of body are involved in acting, as many parts of it as possible.

Communication skills

Children build communication skills through cooperative play. Their success depends on their ability and patience in explaining themselves. Teachers repeat the children's words to help others understand. They also teach words about the objects the kids are interested in handling. Children may talk to themselves while playing side by side with other children and then begin to repeat what they hear or start talking to each other.

Self-concept skills

Play makes a strong sense of self-confidence. Trying to do a certain trick on a play structure or build with blocks is hard work for a preschooler. Adults praise children for their attempts and encourage them to do these actions in order to have the result – a finished figure, for example. Thus, adults make the situation of success among children.

Social skills

Listening, negotiating, and compromising are difficult enough for 4- and 5-year-olds. Though children at this age are still egocentric, or unable to think beyond their own needs, working with others helps them develop an awareness of differences in people around them. Play helps to build positive leadership qualities for children who can naturally be leaders but must learn how to control their impulses.

III. Choose the right word or word combination

1. … skills are the ability to make movements using the small muscles in our hands and wrists.

a) Fine motor   b) Gross motor   c) Game cooperative

2. … small objects is a way for children to practice their hands and fingers.

a) Pushing   b) Handling   c) Twisting

3. Sport activities bring joy, satisfaction and … .

a) sadness   b) patience   c) self-confidence

4. Generally, children are … and have a hard time realizing that other people have feelings too.

a) egocentric   b) selfish   c) rude

5. … is a set of qualities necessary to lead people or an organization.

a) Leadership qualities   b) honesty   c) dependability

IV. Make a short summary of the text using the words below.

Gross motor, fine motor, handling, success, patience, side by side, self-confidence, leadership qualities, negotiating, egocentric

V. Answer the questions given below in written form

1)   Why is play important for preschoolers?

2)   Describe the benefit of play on physical development of preschoolers.

3)   Describe the benefit of play on communication skills of preschoolers.

4)   Describe the benefit of play on the sense of self-confidence of preschoolers.

5)   Describe the benefit of play on social development of preschoolers.

VI. Dwell on the topic "Benefits of play for preschoolers"

Lesson 4. PLAYING COMPUTER GAMES. ADVANTAGES AND DISADVANTAGES FOR PRESCHOOLERS

I. Match English and Ukrainian equivalents

1) a backache	a) пригода
2) confidence	b) перепади настрою
3) an adventure	c) впевненість
4) an advantage	d) недолік
5) a disadvantage	e) викликати
6) to distract	f) біль у спині
7) to improve	g) покращувати
8) to avoid	h) залежність
9) mood swings	i) відволікати
10) an addiction	g) уникати
11) to cause	k) перевага

II. Read the text. Find the answer to the question "What are the advantages and disadvantages of playing computer games for preschoolers?"

Computer games are the biggest addiction with most children. But they can improve the children's social skills, their confidence in the real world and they are a part of our life.

Computers are a part of our lives and our homes. There are different computer games for children: from puzzles to racing, action to different sports, strategy to adventures. But computer games have both advantages and disadvantages.

Computer games advantages.

Computer games help the children who are ill. A lot of hospitals recommend children to play computer games to forget the pain. They distract the mind from the pain and discomfort.

Computer games can help the children with the attention disorders. Playing computer games children can gain social skills.

Many computer games improve the language skills and the math skills. They help the children gain self-confidence and many games are based on the history and the city building.

The games teach the players to solve problems, motivate players to reach a higher level. Computer games develop the skills that the children need for studying at school. They stimulate the children's imagination.

Computer games help to keep the kids within the home, especially in the summer holidays. So the children can avoid the exposure to the hot sun.

Computer games disadvantages.

Computer games can have bad effect on children. They can become addicted on computer games. Such children don't live like normal kids. They don't concentrate on real life. They have less opportunity to play outdoor games with their friends.

Computer games affect the players' behaviour. They become aggressive and violence. There are more aggressive games on the market than the educational games.

Computer games cause the health problems such as neck pain, backache, eyestrain, chest pain, mood swings, addiction.

Although playing computer games has disadvantages, it can be useful if it is used as an educational tool which can be done in many ways. But in any case parents should help their children follow the rules of using computer and computer games.

III. Choose the right word or word combination

1. Usually there is … when a person is in one position for a long time.

 a) an eyestrain   b) a backache   c) an addiction

2. Nicotine is a drug and smoking is … .

a) a custom   b) a habit   c) an addiction

3. Severe … cause problems in relationships.

a) mood swings   *b) addiction   c) self-confidence*

4. Computer games … the mind from the pain and discomfort.

a) cause   b) distract   c) improve

5. Optimism may have the benefits that … health.

a) improves   b) causes   c) avoids

IV. Make a short summary of the text using the words below.

A backache, confidence, an adventure, an advantage, a disadvantage, to distract, to improve, to avoid, mood swings, an addiction, to cause.

V. Answer the questions given below in written form

1) How can computers influence children's development?

2) How cam children use a computer?

3) Are there any advantages of playing computer games for preschoolers?

4) Are there any disadvantages of playing computer games for preschoolers?

5) Shall children use computers? Give reasons.

VI. Make 10 rules for playing computer games for preschoolers. Write them down.

VII. Dwell on the topic "Playing computer games. Advantages and disadvantages for preschoolers"

UNIT III. FAMILY UPBRINGING

Lesson 1. POSITIVE RELATIONSHIPS FOR PARENTS AND CHILDREN: HOW TO BUILD THEM

I. Match English and Ukrainian equivalents

1) a carer	a) бути поруч
2) trust	b) безпечний
3) a judgment	c) вирок

4) to hang around	d) відволікання
5) to be close	e) довіра
6) a disruption	f) зрив
7) a distraction	g) вештатися
8) secure	h) опікун
9) a hug	i) обійми

II. Read the text. Find the answer to the question "How to build positive relationships between parents and children?"

Positive relationships between parents and children: why they're important

Children learn and develop best when they have strong, loving, positive relationships with parents and other carers.

That's because positive relationships with parents and carers help children learn about the world – whether the world is safe and secure, whether they're loved, who loves them, what happens when they cry, laugh or make a face, and much more.

It is possible to build a positive relationship with a child by:

- being in the moment with a child;
- spending quality time with a child;
- creating a caring environment of trust and respect.

Being in the moment: how it supports positive parent-child relationships

Being in the moment is about tuning in and thinking about what's going on with a child. It shows a child that parents care about the things that matter to them, which is the basis for a strong relationship.

To be in the moment with a child it is important to:

- show acceptance, let the child be, and try not to give directions all the time. If the child wants to pretend the building blocks are people,

that's OK. Parents don't have to get their child to use them the "right" way;

- notice what the child is doing and comment on or encourage it without judgment. For example, "Are the big blue blocks the shopkeepers? And is the little red block going shopping?";
- listen to a child and try to tune in to the child's real feelings. For example, if a child is telling a long story about lots of things that happened during the day, they might really be saying that they like the new teacher or that they're in a good mood.
- stop and think about what a child's behaviour is telling. For example, if a child is hanging around in the kitchen but not talking much, they might just want to be close to parents. Parents could offer a hug or let them help with the cooking, without needing to talk.

"Quality time": why it's important in positive relationships

Positive relationships between parents and their child are built on quality time. Time together is how to get to know about each other's experiences, thoughts, feelings and changing interests. This shows that parents value and appreciate their child, which is great for relationships.

Quality time can happen anytime and anywhere, in the middle of ordinary days and situations. It can be a shared laugh while bathing or a good conversation in the car with a child. These moments give the chance to communicate positive messages with smiles, laughter, eye contact, hugs and gentle touches.

Parents can make the most of time together by minimising disruptions and distractions. This can be as easy as putting away a smartphone. It helps a child know that parents are really keen to spend uninterrupted time with them.

There might be times in a family life when it's not possible to have a lot of time with a child every day. But planning some regular one-on-one time can help to make the time count.

Trust and respect: how to nurture it in positive relationships

Trust and respect are essential to a positive parent-child relationship.

In the early years with a baby, developing trust is important. Babies will feel secure when they learn they can trust parents and other main carers to meet their needs. This sense of safety and security gives children confidence to explore the world.

Trust and respect become more of a two-way street as a child gets older.

It is possible to nurture trust and respect in relationships. To do it, it is necessary to:

- be available when children need support, care or help. This might be picking up them when they fall. This helps children learn to trust that parents will be there when they need help;
- stick to promises, so a child learns to trust what parents say;
- get to know children and value them for who they are. Showing respect for a child's feelings and opinions encourages him/her to keep sharing them with parents;
- listen without judging or getting upset when a child expresses different opinion;
- allow the relationship to evolve as a child develops, and his/her needs and interests change;
- set up some firm but fair family rules. Rules are clear statements about how the family wants to look after and treat its members.

Key points:
- positive relationships between parents and children are important for all areas of children's development;
- positive relationships with children are based on being in the moment, spending quality time and building trust;
- a relationship with a child will change and develop as a child grows and develops.

III. Choose the right word or word combination

1. Parents and … are consulted throughout the process of psychological

support.

a) preschool children   b) carers   c) grandparents

2. It is possible to build a positive relationship with a child by creating a caring environment of … and respect.

a) interaction   b) help   c) trust

3. Babies will feel … when they learn they can trust parents and other main carers.

a) secure   b) upset   c) interest

4. Maybe children can't concentrate because they have enough … .

a) distractions   b) problems   c) judgements

5. It is important to give … to a child to calm him/her down.

a) a medicine   b) a conversation   c) a hug

IV. Make a short summary of the text using the words below.

A carer, trust, a judgment, to hang around, to be close, a disruption, a distraction, secure.

V. Answer the questions given below in written form

1. Why are positive relationships between parents and children important?

2. Is it possible to build a positive relationship with a child in a family? How?

3. How being in the moment supports positive parent-child relationships?

4. What is it important to do to be in the moment with a child?

5. Why is quality time important in positive relationships?

6. What is it possible to do to have quality time with children?

7. How to nurture trust and respect in positive relationships?

8. What is it necessary to do to nurture trust and respect in relationships?

VI. Dwell on the topic "Positive relationships for parents and children: how to build them"

Lesson 2. INTERNET SAFETY: CHILDREN 3-5 YEARS OLD

I. Match English and Ukrainian equivalents

1) to go online	a) захищати
2) a tablet	b) планшет
3) a device	c) цифрові носії
4) safety risks	d) додаток
5) to protect	e) ризики безпеки
6) to click a button	f) вийти в Інтернет
7) an app	g) незнайома людина
8) a stranger	h) пристрій
9) digital media	i) відповідний
10) appropriate	g) натиснути кнопку

II. Read the text. Find the answer to the question "Is the Internet a safe space for children? How to protect children from the Internet safety risks?"

Why the Internet safety matters

Preschoolers like going online to watch videos or play games. They can do this, using computers, mobile phones, tablets, TVs and other devices.

There are safety risks for preschoolers online, although preschoolers won't usually be exposed to as many risks as older children. That's because they're less likely to be using the internet independently.

While taking some practical internet safety precautions, it is possible to protect a child from risky or inappropriate content and activities. And a child gets to make the most of their online experience, with its potential for learning, exploring, being creative and connecting with family and friends.

Internet safety risks for preschoolers

There are two main kinds of internet safety risks for preschoolers:

Content risks: these risks include content that children might find upsetting, disgusting or otherwise uncomfortable. Examples are sexual content in movies and games, pornography, violence, images of cruelty to animals or programs meant for older children.

Contract risks: these risks include children signing up to unfair contracts, terms or conditions that they aren't aware of or don't understand. For example, children might click a button that allows a business to send them inappropriate marketing messages or collect their personal or family data.

There are other internet safety issues, but they're lower risk for preschoolers:

Contact risks: these risks include children coming into contact with people they don't know. For example, a child might use a communication app and talk to a stranger.

Conduct risks: these risks include children acting in ways that might hurt others. For example, a child might destroy a game a friend or sibling has created. Accidentally making in-app purchases is another conduct risk.

Protecting preschoolers from the Internet safety risks: tips

Parents play a key role in reducing the risks that their child is exposed to on the internet. There are many practical things adults can do to help their preschooler stay safe online. Here are some ideas:

- Use digital media and the internet with a child or be close by and aware of what a child is doing online. This way it is possible to act quickly if the child is concerned or upset by something they've seen.

- Check that games, websites and TV programs are appropriate for a child.

- Make sure older siblings follow internet safety rules. For example, the rule might be that they can watch only age-appropriate programs with younger siblings, or that they can't post photos or content about younger siblings without checking first.

- Set up a folder with bookmarks for a child's favourite apps or websites so that they can easily find them. It is possible to set up folders and bookmarks on all the devices that a child uses.

- Check privacy settings, use parental controls, block in-app purchases, disable one-click payment options and location services on your devices and internet-connected toys. Limit camera and video functions.
- Find out how to make complaints about offensive online content.

Teaching safe and responsible online behaviour

It is possible to help a child learn how to use digital media and the internet safely, responsibly and enjoyably. If to teach a child how to manage internet safety risks and worrying experiences for themselves, he/she will build digital resilience. This is the ability to deal with and respond positively to any risks they encounter online.

Parents can do this by:
- going online with their child;
- being a good role model;
- teaching a child about good and bad content;
- teaching a child about in-app purchases.

Going online with children

A child will get more out of being online if parents are watching or playing with their child. They can:
- get their child to show the websites that are fun or interesting;
- ask their child to show how to play the app or game;
- talk about the videos they're watching.

Being a good role model

A child learns from parents. This means parents can model safe and healthy internet use by using digital media in the way they want their child to use it now and in the future.

It's also a good idea to find out how grandparents and other people in a child's life use the internet and try to agree on a shared approach.

Teaching children about good and bad online content

Parents can explain to their child that there's good and bad content on the internet, including content that isn't true. It is important to encourage a child to talk if they see something upsetting, scary or worrying.

Teaching children about in-app purchases

Many games and apps have in-app purchases for things like character costumes and new levels. Parents could teach their child about these by saying something like, "People use the internet to make money and we have to be careful that we don't give them our money by mistake. If something pops up on the screen don't click it. Come and tell me".

It's OK if the rules are different in different families. If they're working, it means that parents are helping to keep their child safe online.

Key points:

• There are four kinds of internet safety risks for preschoolers – content, contact, conduct and contract.

• Practical ways to keep preschoolers safe include a family media plan, child-friendly search engines, reviews, privacy settings and parental controls.

• It's important to go online with children, role-model safe internet use, and teach children about good and bad content.

III. Choose the right word or word combination

1. Everything is simple enough, you just need … and find relevant sites.

 a) to protect   b) to click a button   c) to go online

2. Playing on a … really helps with things like any kind of design.

a) tablet   b) TV set   c) playground

3. This network has … called Goodreads.

a) a benefit   b) an app   c) a problem

4. It doesn't take much … and have the advantage of online shopping.

a) to click a button   b) to get dressed   c) to watch TV

5. There are … or expectations that just won't work in real life.

a) strangers   b) digital media   c) safety risks

IV. Make a short summary of the text using the words below.

To go online, a tablet, a device, safety risks, to protect, to click a button, an app, a stranger, digital media, appropriate.

V. Answer the questions given below in written form

1. Why internet safety matters?

2. What are the Internet safety risks for preschoolers?

3. Is it possible to protect preschoolers from internet safety risks? How?

4. How to teach children safe and responsible online behavior?

5. Is it important to go online with children? Give reasons.

6. Is it important to be a good role model for a child? Give reasons.

7. Is it important to teach children about good and bad online content? Give reasons.

8. Is it important to teach children about in-app purchases? Give reasons.

VI. Dwell on the topic "Internet safety: children 3-5 years old"

Lesson 3. FAMILY VIOLENCE: RECOGNIZING THE SIGNS AND GETTING HELP FOR SOMEONE

I. Match English and Ukrainian equivalents

1) violence	a) маніпулювати
2) to threaten	b) насильство
3) to harm	c) дружина, чоловік
4) a spouse	d) емоція
5) to insult	e) погрожувати
6) a harassment	f) примусовий контроль
7) a coercive control	g) нашкодити

8) to manipulate	h) переслідування
9) anger	i) ображати
10) an emotion	g) гнів

II. Read the text. Find the answer to the question "How to recognize the signs of family violence and help someone?"

What is family violence?

Family violence is when a family member threatens, harms, controls or abuses another family member. Family violence can include violence by:

- an adult in a family – for example, a partner or a spouse, an adult child or an extended family member;
- an adult who used to be in a family – for example, a former partner or a spouse;
- a teenage child or young person in the family.

Family violence is sometimes also called domestic violence, intimate partner violence or domestic abuse.

Types of family violence

Family violence includes many different types of violence and abuse. These are the types of family violence that happen between partners and ex-partners:

- Emotional and psychological abuse (this kind of family violence is when a person insults, upsets, intimidates, controls or humiliates their partner or ex-partner);
- Physical abuse (this kind of family violence is any harmful or controlling physical behaviour that a person uses towards their partner or ex-partner).
- Sexual abuse (this kind of family violence is any unwanted sexual behaviour by a person towards their partner or ex-partner);
- Harassment, stalking and threats of harm (this kind of family violence is unwanted monitoring of or contact with a partner or ex-partner);

- Financial abuse (this kind of family violence is any controlling behaviour that might restrict a partner or ex-partner's access to money);

- Cultural, spiritual and/or religious abuse (this type of family violence is when a person stops their partner or ex-partner from practising their religion, language or cultural activities);

- Coercive control (coercive control is when someone uses a range of controlling behaviours to manipulate, intimidate or trap someone in an abusive relationship. Someone experiencing coercive control is at high risk of increasing levels of physical violence, especially when they decide to leave the relationship).

Family violence can take many forms – verbal, emotional, psychological, social, physical, sexual and more. Family violence is never OK.

Anger and anger management for parents

Anger is a natural human emotion.

Sometimes anger can be a good thing. For example, anger might give energy to get something done or to stand up for what someone believes in.

Feeling angry and managing anger in positive and healthy ways can also give the chance to set a good example for children. For example, when to take a few deep breaths or walk away rather than exploding, parents show their children how to behave.

But anger can be negative, especially if it happens a lot or it gets out of control. Losing temper while being angry can make problems worse and lead to conflict with others. If not to have time to calm down, one might say or do unhelpful or hurtful things.

Also, children need to feel safe and secure to grow and develop, so being around a lot of conflict and yelling isn't good for them.

Why parents feel angry sometimes

Raising children is a big and important job. It often involves balancing many different demands including work, family time, household chores, children's

activities and social activities. In some situations, it's easy to lose patience and feel angry when things don't go to plan.

And there are other factors that can make more likely to feel angry – like illness, stress at work, financial difficulties, lack of sleep and not enough time for oneself.

Recognising signs of anger

A person's body gives early signs of anger. If to recognise these signs, it is also possible to take steps to stop anger getting out of control.

Early signs of anger include:

- faster heart rate;
- churning stomach;
- agitation – that is, feeling tense or cranky;
- faster breathing;
- facial flushing;
- tensing shoulders;
- clenching jaw and hands;
- sweating.

Simple anger management ideas

Step 1: identify anger

The first step to managing anger is to notice the early signs. It's really important to know and say that you're angry, even if it's just to yourself.

Step 2: try to calm down

When the early signs of anger appear, one can do a few things to start calming down:

- Try to slow breathing. Breathe in for two seconds and breathe out for four seconds. Do this a few times until the heart rate slows down.
- If a child is being very loud, try blocking the ears or putting on noise-cancelling headphones for a moment. Then take a few deep, slow breaths.

Step 3: reflect on the situation

This can help to learn from the experience and handle similar situations better in the future.

Setting a good anger management example for children

It's OK to feel angry – it's just not OK to yell or hurt someone.

If to say sorry for getting angry, it sends the message that anger isn't OK. So it's better to say sorry for yelling or losing temper. This sends the message to children that it's OK to feel angry sometimes but it's more important to find healthy ways of handling anger.

Key points:

- Anger is a natural human emotion.

- Managing anger in positive ways sets a good example for children and helps them feel safe and secure.

- Anger management techniques can help to calm down.

- If someone is finding it hard to control anger, talking to a health professional can help.

III. Choose the right word or word combination

1. … will never bring good results.

 a) Violence   b) Emotions   c) Empathy

2. Nobody has the right to … children.

a) bring up   b) threaten   c) praise

3. In general it is prohibited to … someone.

a) influence   b) help   c) insult

4. Parental … can result in a child's complete refusal of contact with them.

a) coercive control   b) emotions   c) empathy

5. An abuser will say anything to … you.

a) support   b) manipulate   c) develop

IV. Make a short summary of the text using the words below.

Violence, to threaten, to harm, a spouse, to insult, a harassment, a coercive control, to manipulate, anger, an emotion.

V. Answer the questions given below in written form

1. What is family violence?

2. What are the other terms of family violence?

3. What are types of family violence?

4. Is it OK to feel anger? Give reasons.

5. Why do parents feel angry sometimes?

6. How to recognize the signs of anger?

7. Give some anger management ideas.

8. Why is it important to set a good anger management example for children?

VI. Dwell on the topic "Family violence: recognizing the signs and getting help for someone"

Lesson 4. PARENTAL CONFLICTS AND THEIR EFFECT ON KIDS

I. Match English and Ukrainian equivalents

1) to disagree	a) страждати
2) difficulties	b) вплив
3) an impact	c) агресія
4) Good quality parenting	d) тривога
5) to support	e) не погоджуватися
6) to reduce	f) підтримувати
7) to suffer	g) відмова
8) an anxiety	h) труднощі
9) a withdrawal	i) зменшувати
10) an aggression	g) Якісне виховання

II. Read the text. Find the answer to the question "How do parental conflicts affect kids?"

How do parental conflicts affect children?

It is normal for parents to disagree sometimes, however, high levels of conflict and animosity between parents place children at a greater risk of developing emotional, social and behavioural problems, as well as having difficulties with concentration and educational achievement.

Frequent and intense conflicts or fighting between parents also have a negative impact on children's sense of safety and security, which affects their relationships with their parents and with others. Parental conflict that specifically focuses on issues related to children is also linked to adjustment problems, particularly when it causes children blame themselves for their parents' problems.

"Good quality parenting", that is parenting that provides structural, warm, emotional support and positive reinforcement, has been found to reduce the impact of parental conflict.

What is the difference between high parental conflict and family violence?

The key difference between parental conflict and family violence is the use of power and control. Family violence involves an intentional pattern of coercive behaviour for the purpose of exercising power and control over one or more members of a family. Parental conflict involves disagreements about parenting in which neither parent holds overarching power over the other nor parent experiences being fearful for their safety or wellbeing as a result of the other parent's behaviour.

Which aspects of parental conflicts matter?

Parental conflicts are harmful to kids, however, when it is frequent; when it is heated and hostile, involving verbal insults and raised voices; when parents become physically aggressive; when parents withdraw from an argument or give each other the silent treatment; when the conflict seems to threaten the intactness

of the family; and when it's about the child. And conflicts are harmful regardless of whether parents are married or even living together.

How exactly do children suffer from their parents' conflicts?

From a very early age, as young as six months, children show distress when their parents fight. Their reactions can include fear, anger, anxiety, and sadness, and they are at higher risk of experiencing a variety of health problems, disturbed sleep, and difficulty in focusing and succeeding at school. They may "externalize" their distress in the form of "aggression, hostility, anti-social and non-compliant behaviour, delinquency and vandalism," or "internalize" it in the form of "depression, anxiety, withdrawal and dysphoria."

Why do parental conflicts produce these effects?

Conflicts between parents harm kids in part because of a spillover effect: parents in high-conflict relationships tend to be worse parents, engaging in more criticism, aggression, making threats, shouting, and hitting. High-conflict relationships can also produce lax and inconsistent parenting: parents who simply don't pay much attention to their children. In either case, children may fail to form a secure attachment to parents as a result.

Why do the effects of parental conflict affect some children differently from others?

A large number of variables shape the impact of parental conflict: the age, sex, and temperament of the child; the child's coping strategies; and the child's physiological reaction to stress. Family characteristics matter, too: sibling relationships, attachment to parents, parents' mental health and substance use, and socioeconomic pressure all affect how children react to conflict.

Constructive conflict can benefit children

In contrast, children's mental health can benefit when parents behave constructively around their conflicts. When parents have differences, they can talk calmly together and focus on solving the problem. Perhaps they touch each other gently while talking, maybe even use kindly humor with one another. This might even have a boosting effect on children – they see that their parents can work out

differences so they feel that their family is safe and secure. The children don't need to worry that their family system will be disrupted. They can expend their energies elsewhere.

III. Choose the right word or word combination

1. Men and women usually … on the topic of upbringing.

 a) disagree   b) support   c) suffer

2. All people have … on each other throughout their life.

a) children   b) an anxiety   c) an impact

3. Parents really understand how … their children.

a) to educate   b) to agree   c) to support

4. We have always overcome all the … .

a) difficulties   b) emotions   c) aggression

5. Behavioral issues include poor impulse control and increased … .

a) aggression   b) calmness   c) empathy

IV. Make a short summary of the text using the words below.

To disagree, difficulties, an impact, Good quality parenting, to support, to reduce, to suffer, an anxiety, a withdrawal, an aggression.

V. Answer the questions given below in written form

1. How do parental conflicts affect children?

2. Give the definition of "Good quality parenting".

3. What is the difference between high parental conflict and family violence?

4. Which aspects of parental conflicts matter?

5. How exactly do children suffer from their parents' conflicts?

6. Why do parental conflicts produce the negative effects?

7. Why do the effects of parental conflicts affect some children differently from others?

8. How can children benefit from constructive conflicts?

VI. Dwell on the topic "Parental conflicts and their effect on kids"

UNIT IV. COMMUNICATION SKILLS DEVELOPMENT

Lesson 1. RELATIONSHIPS WITH PRESCHOOLERS. RELATIONSHIPS AND CHILDREN'S COMMUNICATION

I. Match English and Ukrainian equivalents

1) responsive	a) рости
2) safe	b) чуйний
3) secure	c) підтримувати
4) to grow	d) здатний
5) a temperament	e) темперамент
6) to maintain	f) пояснення
7) attention	g) увага
8) capable	h) захищений
9) an explanation	i) безпечний
10) to bump	g) зіткнутися

II. Read the text. Find the answer to the question "How can relationships of preschoolers with each other influence their communication?"

About relationships with preschoolers

Warm, stable and responsive relationships are fundamental to children's development and wellbeing.

When adults have this kind of relationship with a preschooler, he/she feels safe and secure. A sense of security gives a preschooler confidence to explore the world and learn. And as he/she explores the world, he learns how to think, understand, communicate, behave, show emotions and develop social skills.

Relationship with preschoolers: what to expect

At this age, a child is building on the confidence and self-esteem he/she has been developing since the baby and toddler years. He/she is developing language,

problem-solving skills and social skills. And the relationship might change as a result.

As the preschooler's ability to use and understand language develops, there happen longer conversations. These conversations give the chance to really listen to the child's thoughts and feelings. When adults do this, it sends the message that what the child is thinking and saying is important to the listener. This is great for relationship with children.

At this age preschoolers have lots of "what", "why", "where", "who" and "how" questions about the world around them. They can also understand more complex explanations. When children's questions are taken seriously, this helps them to learn about the world as they grow and develop – and build their trust and confidence in adults.

Preschoolers are better at understanding and using words to express emotions like "happy", "sad", "angry" or "surprised". And they can begin to understand that other people have these feelings too. So preschoolers might say "Sorry" if they bump someone by mistake, or be excited when it's someone's birthday. These developing emotional skills are good for their relationships with parents and other people, now and in the future.

As the relationship with a preschooler develops and changes, it might help to know that relationships are a two-way street. Both adults and preschoolers will contribute to this relationship. For example, a child's temperament will influence the sorts of activities to enjoy together, or how to sort out differences of opinion. All relationships go through ups and downs. But if to work on maintaining the relationship over time, a child will feel loved and secure.

Building a strong relationship with a preschooler: tips

Children of all ages need parents and caregivers who are warm and responsive, who pay them attention and who make them feel safe. Here are some ideas about building this kind of relationship with a preschooler:

- Show that you're listening when your preschooler is talking. Stop what you're doing, make eye contact, pay attention to your child's body language.

- Give your child plenty of positive attention. This might mean making time to do your child's favourite activities with him/her.

- Try to be patient with your preschooler's questions and encourage his/her interests. If he asks you a question that you don't know the answer to, you could look it up online together.

- If your preschooler asks about tough topics, answer in simple language and short sentences that your child can understand. If you encourage open communication about tough topics, your preschooler learns that she can always talk to you.

- Play games together like simple board or card games. Turn-taking games like these help your child learn to play cooperatively and get along with people. These skills are good for his relationships with you and other people.

- Read together. Regular reading with your preschooler creates a special time for bonding. It also stimulates your preschooler's imagination and helps him/her learn about the world around her.

- Share regular family meals. Family meals can strengthen your family relationships and your child's sense of belonging.

- Encourage your preschooler to help you around the house – for example, by setting the table or putting away laundry. This gives you the chance to spend time together and show your preschooler that you trust him with responsibility.

Positive attention

Positive attention is the way to show delight in a child and warmth in the relationship through: smiling, making eye contact, using caring facial expressions, hugging, showing interest.

Why positive attention is important

From birth, children need experiences and relationships that show them they're valued, capable human beings who bring pleasure to others. Positive attention, reactions and responses from key grown-ups help children build a picture of how valued they are.

A child's self-image builds up over time with positive, loving messages from adults and other important people in children's life. A healthy self-image is very important, not only for a child's relationship with others, but also for his/her confidence.

How to show positive attention: all ages

No matter what a child's age, there are simple things to do every day to send the message that the child is special and important. For example:

- Look at the child and smile.
- Show interest in what the child is doing.
- Pay attention and listen closely when a child talks.
- Make time to be with a child.

III. Choose the right word or word combination

1. Children become …, helpful and extremely thoughtful to those around them.

a) responsive   b) aggressive   c) capable

2. A person of such type of … is distinguished by activity and energy.

a) a temperament   b) a lifestyle   c) the way of thinking

3. Preschool teachers … this principle while working with children.

a) reduce   b) raise   c) maintain

4. Every child, we have interviewed, is …, but in the right circumstances.

a) attentive   b) secure   c) capable

5. All science is a description and not … .

a) an explanation   b) a translation   c) a retelling

IV. Make a short summary of the text using the words below.

Responsive, safe, secure, to grow, a temperament, to maintain, attention, capable, an explanation, to bump.

V. Answer the questions given below in written form

1. What are the key points of relationship with preschoolers?

2. How can conversations help to have strong and positive relationship with preschoolers?

3. How to build a strong relationship with a preschooler?

4. What is positive attention?

5. Why is positive attention important?

6. How to show positive attention to preschoolers?

VI. Dwell on the topic "Relationships with preschoolers. Relationships and children's communication"

Lesson 2. HOW TO SUPPORT CHILDREN'S COMMUNICATION SKILLS

I. Match English and Ukrainian equivalents

1) a vocabulary pool	a) семантика
2) semantics	b) помилка
3) syntax	c) багате мовленнєве середовище
4) phonology	d) голосний звук
5) an error	e) словниковий запас
6) language rich environment	f) фонетика
7) a vowel sound	g) ескіз
8) a consonant sound	h) синтаксис
9) listening comprehension	i) активне слухання
10) a sketch	g) приголосний звук

II. Read the text. Find the answer to the question "What are the ways of supporting children's communication skills?"

Babies communicate through their cries, coos, facial expressions, and body language long before they say their first words.

Talking with babies doesn't just build vocabularies; it also develops cognitive and social-emotional skills. To build strong communication skills parents should follow some rules.

Respond to a baby's gestures, looks and sounds.

When he/she puts his/her arms out to you, pick him/her up, kiss and use simple words. When he/she coos, coo back. When he/she gazes at you, make eye contact and talk with him/her. These responses show your baby that his/her communications are important and effective. This will encourage him/her to continue to develop these skills.

Talk with and listen to a child.

When you talk with him/her, give some time to respond. Make eye contact on his/her level. Talking with your child helps him/her see him-/herself as a good communicator and motivate him/her to develop these skills. It is good to teach a child about non-verbal communication.

Read together.

Reading with a child teaches more than literacy and language skills. He/she is learning that parents value his/her interests and choices, and that they love him/her and enjoy being close to him/her.

Narrate what you do as you do your daily work.

This helps your child connect words with objects and actions.

Play with a child.

Children often express themselves more freely when they're playing. It may feel safer to talk about how Teddy Bear is afraid of the dark, than how the child is. Playing is also a chance to take on different roles and to act out what different people might say, think or do. This develops communication as well as social skills like empathy.

Be a good role model.

A child is watching adults very carefully. If parents talk to others with kindness and respect, a child will take on this manner and tone as he/she becomes more verbal.

III. Choose the right word or word combination

1. A base … is a list of the most generally used words.

 a) *vocabulary pool*   b) *listening comprehension*   c) *syntax*

2. This is the most common … in English.

a) *vowel sound*   b) *syntax*   c) *phonology*

3. Building a … is about using every opportunity to use language, to interact, to share a focus, to talk, to take turns.

a) *vocabulary pool*   b) *language rich environment*   c) *listening comprehension*

4. New words, games and exercises develop your … and writing skills.

a) *vocabulary pool*   b) *language rich environment*   c) *listening comprehension*

5. … are difficult for children to produce.

a) *vowel sounds*   b) *phonology*   c) *consonant sounds*

IV. Make a short summary of the text using the words below.

A vocabulary pool, semantics, syntax, phonology, an error, language rich environment, a vowel sound, a consonant sound, listening comprehension, a sketch.

V. Answer the questions given below in written form

1. How do babies communicate from birth?

2. Why is it important to talk with babies from birth?

3. What are the rules of communication with children from birth?

4. Why is it important to respond to a baby's gestures, looks and sounds?

5. Why is it important to talk with and listen to a child?

6. Why is it important to narrate what you do as you do your daily work?

7. Why is it important to play with a child?

8. Why is it important to be a good role model for a child?

VI. Dwell on the topic "How to support children's communication skills"

Lesson 3. GAMES TO TEACH CHILDREN COMMUNICATION SKILLS

I. Match English and Ukrainian equivalents

1) to interpret	a) вирізати
2) to have fun	b) занудьгувавший
3) to cut out	c) задоволений
4) to pull out	d) тлумачити
5) a facial expression	e) продовжувати
6) bored	f) вираз обличчя
7) pleased	g) тримати
8) to continue	h) витягувати
9) to hold	i) розважатися
10) a magazine	g) журнал

II. Read the text. Find the answer to the question "What games and activities to use to help children develop their ability to communicate?"

Children sometimes have a difficult time communicating with others. It may be because of low self-esteem or it could be that they have a hard time interpreting facial expressions, which other use. It may be that they are self-conscious or they may have negative experiences in the past.

Whatever the reason, there are ways to help a child develop communication skills and have fun at the same time. These are games and activities that help children develop their ability to communicate and socialize with other children.

Telling Stories. Cut out pictures from magazines and put them in a box. Take turns pulling out one picture and tell a story of what you think is happening in the picture. Younger children can look at the faces in the pictures and talk about what the facial expressions might tell.

Playing Feeling Charades. Make up cards with as many different feelings as it is possible: Happy, Sad, Angry, Excited, Bored, Scared, Nervous, Unhappy, Tired, Pleased, Interested, Uninterested, etc. Each person takes a card and acts out the feeling without saying anything. This is great for those, who may have a hard time reading facial expressions.

Finishing the Story. Use pictures from magazines and tell a short story about the picture. Stop the story so that a child can continue it and make their own ending. It is possible to use a child's books. Don't read the story to the end. Offer a child to end the story.

Conversation Ball. If a child continuously interrupts during other people's conversations, use a conversation ball. During discussions, have the person, who is talking to a ball. No one else can speak. As the first person stops talking, he/she gives the ball to the next person. Only the person holding the ball can speak.

The best part about these games is to teach a child valuable life skills while having fun and spending time together.

III. Choose the right word or word combination

1. Remember that only you can … your dreams.

 a) interpret   b) continue   c) hold

2. Children often … different figures from coloured paper to make an applique.

 a) pull out   b) cut out   c) push

3. The face of the baby acquires its own features, the … begins to reflect

what is happening in the environment.

a) facial expression   b) language rich environment   c) listening comprehension

4. Children get … doing monotonous work for a long time.

a) pleased   b) interested   c) bored

5. Toddlers won't read …, they will just crumple the pages.

a) magazines   b) tales   c) lists

IV. Make a short summary of the text using the words below.

To interpret, to have fun, to cut out, to pull out, a facial expression, bored, pleased, to continue, to hold, a magazine.

V. Answer the questions given below in written form

1. Why do children have difficulties while communicating with others?

2. What are the ways to help a child develop communication skills?

3. Is a game effective to develop children's communication skills?

4. How telling stories helps to develop children's communication skills?

5. How playing feeling charades helps to develop children's communication skills?

6. How finishing the story helps to develop children's communication skills?

7. How using a conversation ball helps to develop children's communication skills?

8. What is the aim of all of these games?

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10. The University of Texas at Austin URL: http://www.utexas.edu/cola/progs/britishstudies/Lectures/Audio-Recordings.php

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