

**Державний заклад «Південноукраїнський національний  
педагогічний університет ім. К. Д. Ушинського»  
Інститут мов світу  
Інститут методів навчання іноземних мов НАПН України**

**Р. Ю. Мартинова, О. Б. Алексєєва, К. О. Мулик**

**ENGLISH**

***FOR SOCIAL TEACHERS***

Навчальний посібник

Одеса  
2013

**УДК 811.111+159**  
**ББК 81.43.21**  
**М29**

Рекомендовано вченою радою Південноукраїнського національного педагогічного університету ім. К. Д. Ушинського (протокол № 4 від “ 25 ”, березня 2013 р.)

**Рецензенти:**

І. М. Богданова – доктор педагогічних наук, професор, завідувача кафедри соціальної педагогіки, психології та педагогічних інновацій Державного закладу «Південноукраїнський Національний Педагогічний Університет імені К. Д. Ушинського».

Т. Н. Яблонская – кандидат педагогічних наук, доцент кафедри іноземних мов гуманітарних факультетів Державного закладу «Південноукраїнський Національний Педагогічний Університет імені К. Д. Ушинського».

Участь співавторів в розробці посібника:

проф. Р. Ю. Мартинова – автор концепції навчання і лінгводидактичної структури посібника;

ст. викл. О. Б. Алексеєва,

викл. К. О. Мулик – автори змісту всіх лекцій і вправ посібника.

**Мартинова Р. Ю.**

М29 English for social teachers : навч. посібник для студентів педагогічних університетів / Р. Ю. Мартинова, О. Б. Алексеєва, К. О. Мулик. — Одеса : видавець Букаєв Вадим Вікторович, 2013. — 158 с.

Навчальний посібник являє собою інтегрований курс навчання професійної діяльності майбутніх соціальних педагогів засобами англійської мови. Матеріал, який викладено відповідає запрограмованій тематиці курсу «Соціальна педагогіка», автором якого є професор І. М. Богданова. Англійськомовна лінгводидактична версія даного курсу заснована на засадах інтегрованого процесу навчання, в якому синтезовані цілі, зміст, методи і засоби навчання професійної та англійськомовної мовленнєвої діяльності.

Цей курс також може бути використаний студентами педагогічних університетів, які вивчають англійську мову, як другу спеціальність.

**УДК 811.111+159**  
**ББК 81.43.21**

## ПЕРЕДМОВА

### *1. Концептуальна основа курсу «English for Social Teachers»*

Курс «English for Social Teachers» є навчальним посібником для студентів, які вивчають соціальну педагогіку та англійську мову в одному тобто інтегрованому процесі навчання. Інтеграція зазначених предметів здійснюється не за змістовою, а за процесуальною ознакою, тому що іноземна мова – це такий предмет, який не має власного змісту, а характеризується лише певними лінгвістичними особливостями. Тому, виходячи з теоретичних засад синергетичного підходу до об'єднання нетипових величин (В. Чалий) в даному навчальному посібнику інтеграція здійснена на основі спільності у висуванні цілей навчання у визначенні елементів предмету навчання, а також компонентів змісту методів, засобів та контролю результатів навчання.

**Спільність** у висуванні цілей навчання полягає у плануванні засвоєння кожної частини професійного матеріалу шляхом планування засвоєння відповідної до неї частини іншомовного мовленнєвого матеріалу. Наприклад, якщо планується засвоїти значення деяких професійних термінів, то це означає необхідність засвоєння іншомовного матеріалу, за допомогою якого ці терміни виражаються.

**Спільність** у визначенні елементів предмету навчання полягає у виокремленні таких частин професійного матеріалу, які за своїм значенням співвідносяться з частинами іншомовного матеріалу. Наприклад, якщо елементом предмета професійного матеріалу виступає соціологічне поняття, то елементом предмета іншомовного мовленнєвого матеріалу виступають речення, за допомогою яких це поняття розкривається.

**Спільність** у визначенні та реалізації компонентів змісту навчання полягає в набутті знань та вмінь професійної діяльності

шляхом набуття знань, навичок та вмінь іншомовної мовленнєвої діяльності. Наприклад, якщо в професійній діяльності студенти набувають вміння виконувати соціальні дослідження на основі конкретних професійних знань, то в іншомовній мовленнєвій діяльності студенти набувають вміння планувати, описувати та визначати якість виконаного дослідження засобами іноземної мови.

*Спільність* у визначенні та застосуванні методів навчання полягає у виконанні одних і тих самих вправ для засвоєння знань і вмінь професійної та іншомовної мовленнєвої діяльності. Наприклад, якщо студентам необхідно продемонструвати свої знання з будь-якої професійної проблеми, їм пропонується відповісти на запитання з вивченого змісту. Ця ж сама вправа, тобто відповіді на запитання на іноземній мові, виконується студентами для перевірки їх іншомовних умінь з теми, що вивчається.

*Спільність* у визначенні та використанні засобів навчання полягає у використанні одних і тих самих засобів для набуття знань і вмінь у професійній та іншомовній мовленнєвій діяльності. Наприклад, якщо для поглиблення знань професійної діяльності студентам пропонується звернутися до інтернет-ресурсів для вибору додаткової інформації з іншомовних першоджерел, то ці самі дії з цим самим матеріалом виконують студенти для вдосконалення набутих іншомовних мовленнєвих умінь.

*Спільність* у визначенні та проведенні контролю результатів навчання полягає у визначенні приросту професійних та іншомовних знань і вмінь із кожної вивченої частини професійного та іншомовного матеріалу. Наприклад, якщо під час вивчення нової теми за професією студенти набули п'ять одиниць нової професійної інформації (нове соціологічне поняття, його сутність, структуру тощо), то це означає, що той самий обсяг іншомовної інформації здобуто студентами, тому що вся ця інформація подається та засвоюється іноземною мовою.

Тому, всі теоретичні та практичні дії щодо застосування цих предметних знань в процесі педагогічної діяльності може здійснюватися засобами іноземної мови.

Інтегроване навчання професійної та іншомовної мовленнєвої діяльності здійснюється на основі наступних дидактичних та методичних принципів. До дидактичних відносяться наступні:

1) відповідності учбового матеріалу реальним психофізичним і учбовим можливостям більшості засвоїти його у встановлені терміни;

2) обов'язкового засвоєння на занятті нового мовного і мовленнєвого матеріалу та його різнопланового з'єднання з раніше засвоєним;

3) створення рівних можливостей для всіх з метою недопущення відстаючих студентів і пропусків в їх знаннях,

4) регулярній зміні видів діяльності на занятті, запобігання втомі студентів і одноманітності учбового процесу;

5) переходу до вивчення наступного матеріалу за умови міцного засвоєння більшістю попередньо вивченого;

6) активізації діяльності всіх студентів на занятті із залученням більш здатних з них до педагогічної роботи з менш здатними;

7) об'єктивного та демократичного оцінювання результатів учбової діяльності всіх, хто навчається.

До методичних відносяться наступні:

1) взаємопов'язане і взаємозалежне навчання видам мовленнєвої діяльності;

2) використання перекладу як засобу, а письма як цілі навчання;

3) свідоме сприйняття і засвоєння мовного матеріалу, що пред'являється, і його багаторазове й систематичне повторення з раніше вивченим;

4) самостійне розширення словарного запасу і вдосконалення своїх мовних можливостей шляхом опанування додаткової інформації з різних наукових і літературних джерел.

Реалізація названих принципів проявляється в системному повторенні кожної попередньої дози вивченого мовного матеріалу в процесі засвоєння наступного. При цьому слід зазначити, що системне повторення всього попереднього мовного матеріалу при вивченні наступного тягне за собою таке ж системне повторення частин досліджуваного змісту, що повною мірою відповідає концепції інтегрованого навчання, в якому в рівній мірі здобуваються знання і розвиваються вміння професійної іншомовної діяльності. Системність повторення мовного матеріалу даного посібника представлена в таблиці 1.

**Таблиця 1**

**Система повторення мовного матеріалу в 8 циклах посібника**

Lexics	U1	U2	U3	U4	U5	U6	U7	U8
<i>(holistic) education</i>	33	60	13	11	6	7	1	1
<i>social work</i>	8	4	3	6	5	1	1	1
<i>discipline</i>	22	2	15	1	1	1	1	1
<i>to bring up</i>	6	2	1	1	1	1	1	1
<i>upbringing</i>	13	2	4	1	1	1	1	1
<i>to emphasize</i>	7	2	2	1	1	1	1	1
<i>responsibility</i>	15	2	1	1	1	1	1	1
<i>society</i>	25	7	17	5	1	1	1	1
<i>to reflect</i>	5	2	1	1	1	1	1	1
<i>relationship</i>	6	2	5	1	1	2	1	1
<i>consequently</i>	5	2	1	1	1	1	1	1
<i>psychology</i>	6	1	1	1	15	17	1	1
<i>to enable</i>	9	2	1	1	1	2	1	1
<i>to empower</i>	10	2	1	1	1	1	1	1
<i>to promote</i>	8	2	1	1	1	1	1	1
<i>welfare</i>	16	3	1	1	1	1	1	1
<i>synergy</i>	5	2	1	1	1	1	1	1
<i>although</i>	-	13	3	1	1	1	1	1

<i>root</i>	-	5	3	1	1	1	1	1
<i>to influence</i>	-	23	2	1	1	1	1	1
<i>to contribute</i>	-	19	2	1	1	1	1	1
<i>impetus</i>	-	12	2	1	1	1	1	1
<i>inherently</i>	-	13	2	2	1	1	1	2
<i>to inspire</i>	-	13	2	1	1	1	1	1
<i>vital</i>	-	11	1	1	1	1	1	1
<i>kindergarten</i>	-	7	2	1	1	1	1	1
<i>betterment</i>	-	6	1	1	1	1	1	1
<i>furthermore</i>	-	6	1	1	1	1	1	1
<i>reference</i>	-	-	13	1	1	1	1	1
<i>alongside</i>	-	-	11	2	1	1	1	1
<i>staff</i>	-	-	10	3	1	1	1	1
<i>to evaluate</i>	-	-	9	2	2	1	1	1
<i>interlinked</i>	-	-	5	1	1	1	2	1
<i>applied sciences</i>	-	-	11	2	1	1	1	1
<i>bachelor</i>	-	-	19	7	2	1	1	1
<i>framework</i>	-	-	16	1	1	1	1	1
<i>to evolve</i>	-	-	12	1	1	1	1	1
<i>to attain</i>	-	-	13	2	2	1	1	1
<i>goal</i>	-	-	8	2	2	1	1	1
<i>strengthen</i>	-	-	11	2	1	1	1	1
<i>supervision</i>	-	-	10	3	2	1	1	1
<i>curriculum</i>	-	-	7	1	1	1	1	1
<i>to ensure</i>	-	-	-	14	2	2	1	1
<i>to facilitate</i>	-	-	-	14	1	2	1	1
<i>adjustment</i>	-	-	-	11	3	1	1	1
<i>initially</i>	-	-	-	6	2	1	1	1
<i>emergency</i>	-	-	-	19	1	1	1	1
<i>irrespective</i>	-	-	-	12	2	1	1	1
<i>full-fledged</i>	-	-	-	10	1	1	1	1
<i>vulnerable</i>	-	-	-	11	2	1	1	1

<i>disabled</i>	-	-	-	15	3	2	1	1
<i>a refugee</i>	-	-	-	14	1	1	1	1
<i>to entitle</i>	-	-	-	7	2	1	1	1
<i>to engage</i>	-	-	-	19	1	1	1	1
<i>pecuniary</i>	-	-	-	7	1	2	1	1
<i>hierarchy</i>	-	-	-	-	12	1	1	1
<i>to treat</i>	-	-	-	-	9	2	1	1
<i>to raise</i>	-	-	-	-	13	2	1	1
<i>generation</i>	-	-	-	-	12	1	1	1
<i>awkward</i>	-	-	-	-	11	1	1	1
<i>to get along</i>	-	-	-	-	7	2	1	2
<i>an editor</i>	-	-	-	-	11	1	1	1
<i>to drop out</i>	-	-	-	-	9	1	1	1
<i>due to</i>	-	-	-	-	12	2	1	1
<i>re-enrolled</i>	-	-	-	-	8	1	1	1
<i>to investigate</i>	-	-	-	-	9	1	1	1
<i>to award</i>	-	-	-	-	7	1	1	1
<i>to acknowledge</i>	-	-	-	-	15	2	1	1
<i>a mentor</i>	-	-	-	-	13	1	1	1
<i>to urge</i>	-	-	-	-	14	2	1	1
<i>mental</i>	-	-	-	-	16	15	3	1
<i>cognitive</i>	-	-	-	-	-	15	1	1
<i>diverse</i>	-	-	-	-	-	16	3	1
<i>imaginary</i>	-	-	-	-	-	12	2	1
<i>a desire</i>	-	-	-	-	-	10	1	1
<i>astride of</i>	-	-	-	-	-	11	1	1
<i>to pretend</i>	-	-	-	-	-	8	2	1
<i>to determine</i>	-	-	-	-	-	7	1	2
<i>to adopt</i>	-	-	-	-	-	14	2	1
<i>mediation</i>	-	-	-	-	-	16	1	1
<i>to reach</i>	-	-	-	-	-	12	2	2
<i>to observe</i>	-	-	-	-	-	13	3	1

<i>consanguinity</i>	-	-	-	-	-	-	11	1
<i>affinity</i>	-	-	-	-	-	-	10	1
<i>conjugal</i>	-	-	-	-	-	-	12	2
<i>nuclear</i>	-	-	-	-	-	-	17	2
<i>to trace</i>	-	-	-	-	-	-	10	3
<i>a repository</i>	-	-	-	-	-	-	8	2
<i>to wane</i>	-	-	-	-	-	-	10	2
<i>illegitimate</i>	-	-	-	-	-	-	13	1
<i>equality</i>	-	-	-	-	-	-	12	4
<i>predictable</i>	-	-	-	-	-	-	-	11
<i>behavior</i>	-	-	-	-	-	-	-	37
<i>generation</i>	-	-	-	-	-	-	-	14
<i>violation</i>	-	-	-	-	-	-	-	26
<i>definition</i>	-	-	-	-	-	-	-	16
<i>acceptable</i>	-	-	-	-	-	-	-	14
<i>to violate</i>	-	-	-	-	-	-	-	14
<i>to deal with</i>	-	-	-	-	-	-	-	14
<i>similarly</i>	-	-	-	-	-	-	-	11
<i>tackle</i>	-	-	-	-	-	-	-	10
<i>environment</i>	-	-	-	-	-	-	-	12
<i>to display</i>	-	-	-	-	-	-	-	14
<i>rebellious</i>	-	-	-	-	-	-	-	13
<i>recognition</i>	-	-	-	-	-	-	-	12
<i>frustration</i>	-	-	-	-	-	-	-	11
<i>punishment</i>	-	-	-	-	-	-	-	12

Така система повторень всіх мовних явищ не тільки на заняттях їх пред'явлення, а й на всіх наступних не допускає їх забування, забезпечує стабільне розширення словникового запасу студентів та їх іншомовних мовних можливостей і тим самим створює умови постійного розширення і поглиблення професійних знань засобами мови, що вивчається.

## *2. Участь співавторів в розробці посібника*

- проф. Р.Ю. Мартинова – автор концепції навчання і лінгводидактичної структури посібника
- ст. викл. О.Б. Алексєєва,  
викл. К.О. Мулик – автори змісту всіх лекцій і вправ посібника

# UNIT 1

## Lesson 1

*The theme: The essence of Social Pedagogics*

### 1. Read the words with their translation.

### Vocabulary

**Pay attention to the spelling of these words.**

1. a holistic education [həʊ'listik edʒu'keɪʃ(ə)n] –  
цілісна освіта, загальна, повна
2. a social work ['səʊʃ(ə)l wɜ:k] – соціальна  
праця
3. a discipline ['dɪsɪplɪn] – дисципліна
4. to bring up [brɪŋ ʌp] – виховувати
5. an upbringing ['ʌpbɪŋɪŋ] – виховання
6. to emphasize ['emfəsaɪz] – підкреслювати,  
наголошувати
7. a responsibility [rɪs' pɒnsə'bɪlɪtɪ] – відповідальність
8. a society [sə'saɪətɪ] – суспільство
9. to reflect [rɪ'flekt] – відображати, віддзеркалювати
10. relationship [rɪ'leɪʃ(ə)nʃɪp] – відносини
11. consequently ['kɒnsɪkwəntli] – отже, відповідно, відтак
12. psychology [saɪ'kɒlədʒɪ] – психологія
13. to enable [ɪ'neɪb(ə)l] – дозволяти
14. to empower [ɪm'paʊə] – уповноважувати, дозволяти

*holistic education*  
*social work*  
*discipline*  
*to bring up*  
*upbringing*  
*to emphasize*  
*responsibility*  
*society*  
*to reflect*  
*relationship*  
*consequently*  
*psychology*  
*to enable*  
*to empower*  
*to promote*  
*welfare*  
*synergy*

15. to promote [prə'məʊt] – сприяти, просувати
16. a welfare ['welfɛə] – добробут, благополуччя, благодійність
17. a synergy ['si:nədʒi] – взаємодія, спільні дії

**2. a) Read the word combinations and sentences; translate them into Russian;**

**b) Make up sentences with the words in bold type and write them down.**

Primary **education**, social education, to receive **a holistic education**, to give a holistic education. To get a holistic education is the aim of an intelligent person. Our University gives an opportunity to each student to have a holistic education in different spheres. Social Pedagogics is an academic discipline concerned with theory and practice of holistic education and care.

**To bring up** a child, to bring up my brother's daughter, to bring up the students during the additional courses. It's clear that to bring up children is an extremely difficult and responsible work. To bring up a real teacher is the task of our education.

**To emphasize the responsibility**, to emphasize the place of education, to emphasize the importance of the **upbringing**; the responsibility of a mother, to feel the responsibility for a child's destiny, the responsibility of **society**. The importance of primary education is emphasized by a future adaptation of a child in the society. The upbringing begins in the earliest childhood and takes place all the lifetime. The prefix 'social' emphasizes that upbringing

is not only the responsibility of parents but a shared responsibility of society.

**To reflect** the problem, to reflect the position of the author, the thoughts reflected in that story; to build the **relationships**, fairy relationships in the group, the relationship in our family; **welfare** of each person, welfare of my parents' family. The problem of welfare of people now is reflected in many popular TV shows. We can discuss our relationships every day and do nothing to improve them. Social pedagogics is a 'function of society' – it reflects how a given society at a given time thinks about education and upbringing, about the relationship between the individual and society, and about social welfare for its marginalized members.

A decision made **consequently**, a consequently received mark, consequently proven opinion. Our University has got many departments. Consequently we can have an opportunity to get a professional education in different domains of science. Consequently, social pedagogues work within a range of different settings, from early years through adulthood to working with disadvantaged adult groups as well as older people.

**A discipline** of our department, a key discipline of my specialization, a very interesting discipline, to present a new discipline at the lesson; to attend a lecture on **psychology**; to present a new work in psychology, to choose psychology as a main sphere of research; to be fond of **social work**, to find the social work very important, to develop new theories in social work.

In accordance with the Bologna process we can define ourselves the disciplines to study at the High Schools. In the recent years the analytic psychology became a developed domain of a science. All the researchers find the social work to be of great importance in the upbringing. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related disciplines such as sociology, psychology, education, philosophy, medical sciences, or social work.

**To enable** the girl to choose her work, to enable the young people to define their future, to enable the society to progress; **to empower** your child to take the decision, to empower the students to find the additional information, to empower the workers to finish their construction. Social work among its main aims has to enable children, young people as well as adults to empower themselves and be self-responsible persons who take responsibility for their society.

**To promote** human welfare, to promote the self making; the work promoting new possibilities. The real social work should promote not only the welfare of each person but human welfare. Such promoting proves the importance of the work.

**The synergy** of the main features of social work, the importance of synergy, the synergy of students and their teachers. The social work has three dominating elements. All three elements are equal and complement each other, thus generating synergy.

**3. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. It's the parents' problem ... the children as a good person.  
2. The complex work of many students is effective on condition of ... .  
3. Our efforts ... the success of our work. 4. Social activity ... the children to develop their communicative skills. 5. At the primary education department we can study children ... and other ... .  
6. Our ... is in our hands. 7. In my early years I was ... to find a job. 8. Jane always does her home tasks carefully. ..., she always gets good marks. 9. The book by this author ... the problems of the social life. 10. We must think about other people while building ... with them. 11. The system of ... ... in Great Britain differs from the systems in other countries. 12. It is a real stress for parents to ... a child to make his own first decision. 13. The speciality of our department ... good job opportunities. 14. ... of the country reflects ... of its ... 15. Social pedagogics is such a ..., that ... the main problems of ... nowadays. 16. It is very important for a social worker to have basic knowledge of ... . 17. All the stages of the ... in Ukraine generate ... .

**4. Answer the following questions:**

1. What is your future profession?
2. Why have you chosen the social work direction?
3. Are you going to get a holistic education in our country?
4. Does our education reflect a need of our society?

5. What is your favourite discipline at the university?
6. In your own opinion, is the psychological knowledge useful in practical social work?
7. How do you think, what are the main problems in the relationships between children and parents?
8. Do your parents empower you to take your own decisions?
9. What is your opinion, is the upbringing of children only the responsibility of parents?
10. What does the social work promote in our modern life?

**5. Read the following sentences paying attention to their translation.**

- |   |   |
|---|---|
| 1. Social Pedagogics is an academic discipline concerned with theory and practice of holistic education and care.                   | 1. Соціальна педагогіка є академічною дисципліною, що займається теорією і практикою цілісної освіти і піклування.                |
| 2. The term 'pedagogics' originates from the Greek <i>pais</i> (child) and <i>again</i> (to bring up, or lead).                     | 2. Термін «педагогіка» походить із грецький <i>pais</i> (дитина) і <i>again</i> (виховувати або вести).                           |
| 3. The prefix 'social' emphasizes that upbringing is not only the responsibility of parents but a shared responsibility of society. | 3. Префікс 'соціальна' підкреслює, що виховання є не тільки відповідальністю батьків, а колективною відповідальністю суспільства. |

4. Social pedagogics reflects how a given society at a given time thinks about the relationship between the individual and society, and about social welfare for its marginalized members.
  5. Consequently, social pedagogues work within a range of different settings.
  6. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related disciplines such as sociology, psychology, education, philosophy, medical sciences, or social work.
  7. One of the main tasks of social pedagogics is to enable children, young people as well as adults to empower themselves and be self-responsible persons.
  8. The other important task is to promote human welfare and prevent social problems.
4. Соціальна педагогіка відображає, як надане суспільство в наданий час думає про відносини між людиною і суспільством та соціальне забезпечення його маргінальних членів.
  5. Отже, соціальні педагоги працюють в рамках різних параметрів.
  6. Для досягнення цілісної перспективи в рамках кожного з цих параметрів, соціальна педагогіка об'єднує теорії та концепції суміжних дисциплін, таких як соціологія, психологія, освіта, філософія, медичні науки або соціальна робота.
  7. Одним з основних завдань соціальної педагогіки є надання дітям, молодим люди та дорослим можливості діяти самім і бути відповідальними особами.
  8. Інше важливе завдання – сприяння добробуту людини і запобігання соціальних проблем.

- |   |   |
|---|---|
| 9. All the elements are equal and complete each other, thus generating synergy. | 9. Всі елементи є рівноправними і доповнюють один одного, створюючи таким чином спільність. |
|---|---|

**6. Home task. Cover the left side of exercise 4 Unit 1 Lesson 1 and translate the sentences as quickly as possible.**

## UNIT 1

### Lesson 2

#### *The theme: The essence of Social Pedagogics*

- 1. Cover the left side of exercise 4 Unit 1 Lesson 1 and translate the sentences as quickly as possible.**
- 2. Read and translate the following text.**

Social Pedagogics is an academic discipline concerned with theory and practice of **holistic education** and care. The term 'pedagogics' originates from the Greek *pais* (child) and *again* (**to bring up**, or lead), with the prefix 'social' **emphasizing** that **upbringing** is not only the **responsibility** of parents. As a result, social pedagogics is a 'function of **society**' – it **reflects** how a given society at a given time thinks about education and upbringing, about the **relationship** between the individual and society, and about social **welfare** for its marginalized members. **Consequently**, social pedagogues work within a range of different settings, from early years through adulthood to working

with disadvantaged adult groups as well as older people. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related **disciplines** such as sociology, **psychology**, education, philosophy, medical sciences, or **social work**.

Overall, the aim of social pedagogics is to achieve:

- **Holistic education** – education of head (cognitive knowledge), heart (emotional and spiritual learning), and hands (practical and physical skills);

Holistic well-being – strengthening health factors and providing support for people to enjoy a long-lasting feeling of happiness;

- **To enable** children, young people as well as adults **to empower** themselves and be self-responsible persons who take responsibility for their society;

- **To promote** human welfare and prevent social problems.

Overall, social pedagogic practice is a holistic process creating a balance between:

- the professional: (theory and concepts, reflective practitioner – the ‘head’)

- the personal: (using one’s personality, positive attitude, building personal relationships, but keeping the ‘private’ out – the ‘heart’)

- the practical: (using certain methods and creative activities – the ‘hands’)

All three elements are equal and complement each other, thus generating **synergy**.

**3. Find in the text the passages proving that:**

- a) social pedagogics draws together theories and concepts from related disciplines;
- b) social pedagogics is a function of society;
- c) social pedagogic practice is a holistic process.

**4. Give five or more questions on the topic. Ask your partner to answer them.**

*(Use the interrogative words: What, What kind of, How, How many, Which and other. For example: What are the main aims of social pedagogics? ; What kind of discipline is Social Pedagogics?).*

**5. Write what you know about the essence of social pedagogics and its aims.**

**6. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

**UNIT 1**

**Lesson 3**

*The theme: The essence of Social Pedagogics*

**1. Render the content of the text 2 Unit 1 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about the essence of social pedagogics and its aims and ask them to retell it.**

### **3. Ask each other:**

- What does the term 'pedagogics' originate from?
- What disciplines is social pedagogics related with?
- What does social pedagogics reflect?
- What is the aim of social pedagogics?
- What kind of process is social pedagogic practice?

### **4. Listen to the information and prepare to discuss it:**

- You have already known that social pedagogics is an academic discipline concerned with theory and practice of holistic education and care.

- You know social pedagogics reflects how a given society at a given time thinks about education and upbringing.

- You have also learnt that the aim of social pedagogics is to achieve holistic education and holistic well-being, to promote human welfare, to enable young people as well as adults to empower themselves and be self-responsible persons.

To get know the full information about social pedagogics and its aims, read attentively the following text.

### **5. Listen to the lecture and answer the questions.**

Socialization (from Lat. Socialis – public) as a phenomenon of social life – historically conditioned process of personal development inherent in a society that ensures the provision of

individual and mastering its values, norms, attitudes, patterns of behavior in the process of life. Socialization can occur in conditions like education, is focused identity formation and natural influence on personality. Sociology is the study of society. It is a social science which uses various methods of empirical investigation and critical analysis to develop and refine a body of knowledge about human social activity. For many sociologists the goal is to conduct research which may be applied directly to social policy and welfare, whilst others produce purely academic theory closer to that of philosophy. Sociology is both topically and methodologically a very broad discipline. As all spheres of human activity are sculpted by social structure and individual agency, sociology has gradually expanded its focus to further subjects, such as health, medical, military and penal institutions, the Internet, and even the role of social activity in the development of scientific knowledge.

The range of social scientific methods has also broadly expanded. Social researchers draw upon a variety of qualitative and quantitative techniques. Recent decades have seen the rise of new analytically, mathematically and computationally rigorous techniques. Sociology should not be confused with various general social studies courses which bear little relation to sociological theory or social science research methodology.

Social pedagogics is an academic discipline concerned with theory and practice of holistic education and care. The term

'pedagogics' originates from the Greek *pais* (child) and *again* (to bring up, or lead), with the prefix 'social' emphasizing that upbringing is not only the responsibility of parents. As a result, social pedagogics is a 'function of society' – it reflects how a given society at a given time thinks about education and upbringing, about the relationship between the individual and society, and about social welfare for its marginalized members. Consequently, social pedagogues work within a range of different settings, from early years through adulthood to working with disadvantaged adult groups as well as older people. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related disciplines such as sociology, psychology, education, philosophy, medical sciences, or social work.

Overall, the aim of social pedagogics is to achieve:

- Holistic education – education of head (cognitive knowledge), heart (emotional and spiritual learning), and hands (practical and physical skills);
- Holistic well-being – strengthening health factors and providing support for people to enjoy a long-lasting feeling of happiness;
- To enable children, young people as well as adults to empower themselves and be self-responsible persons who take responsibility for their society;
- To promote human welfare and prevent social problems.

Overall, social pedagogic practice is a holistic process creating a balance between:

- the professional: (theory and concepts, reflective practitioner – the ‘head’);
- the personal: (using one’s personality, positive attitude, building personal relationships, but keeping the ‘private’ out – the ‘heart’);
- the practical: (using certain methods and creative activities – the ‘hands’);

All three elements are equal and complement each other, thus generating synergy.

## **6. Answer the following questions.**

1. What are the main features of sociology?
2. Why is this science important for our life?
3. What does social pedagogics deal with?
4. What are the aims social pedagogics is to achieve?
5. How should social pedagogues define their work?

## **7. Prove that:**

- Sociology is a very broad discipline.
- Recently the range of social scientific methods has broadly expanded.
- Social pedagogics is a discipline concerned with theory and practice of holistic education.
- Social pedagogues work within a range of different settings.

**8. Write an essay about your interpretation of the role of social pedagogues in the life of society.**

**9. Home task.**

a) Prepare for the retelling of the content of the lecture «*Social pedagogics and its aims*» (use the questions if you need).

b) Find some additional information in the Internet about the development of sociology and social pedagogics in Ukraine and be ready to represent it.

**UNIT 2**

**Lesson 1**

*The theme: Historical Development of Social Pedagogics.*

**1. Listen to the additional information about the development of social pedagogics in Ukraine.**

**2. Give the additional information about the development of sociology and social pedagogics in Ukraine.**

**3. Object the following statements:**

- Sociology is a narrow discipline using only its own methods.
- Social scientific methods aren't numerous.

**Vocabulary**

*although  
root  
to influence  
to contribute  
impetus  
inherently  
to inspire  
vital  
kindergarten  
betterment  
furthermore  
although  
Jean-Jacques  
Rousseau  
Johann Heinrich  
Pestalozzi  
Diesterweg*

- Social pedagogues work in only one direction of the science.
- Social pedagogics isn't an independent discipline.

**4. Read the words with their translation. Pay attention to the spelling of these words.**

1. although [ɔ:l'dəu] – хоч; коли б навіть; незважаючи на те, що.
2. root [ru:t] – корінь, причина, джерело.
3. to influence ['ɪnfluəns] – справляти вплив, впливати (на – on, upon, over).
4. to contribute [kən'trɪbjʊ:t] – 1) сприяти (чомусь) 2) робити вклад.
5. impetus ['ɪmpɪtəs] – поштовх, спонука, імпульс; рушійна сила, стимул.
6. inherently [ɪn'hɪ(ə)rəntli] – притаманно; невід'ємно; внутрішньо.
7. to inspire [ɪn'spaɪə] – 1) надихати 2) навівати, вселяти.
8. vital ['vaɪtl] – 1) життєвий; життєво важливий 2) істотний; суттєвий.
9. kindergarten ['kɪndə 'gɑ:tn] – дитячий садок.
10. betterment ['betəment] – поліпшення, виправлення.
11. furthermore ['fɜ:ðə'mɔ:] – до того ж; крім того.
12. Jean-Jacques Rousseau – Жан Жак Руссо.
13. Johann Heinrich Pestalozzi – Джон Генріх Песталоцці.
14. Diesterweg – Дістервег.

5. a) **Read the word combinations and sentences; translate them into Russian;**  
b) **Make up sentences with the words in bold type and write them down.**

**Although** he is my friend, although I was in love, although it is a very interesting story; the main **root**, the historical root, a root of this situation. Although that author is very famous, I don't know his latest work. These books weren't interesting to me, although I've read them all. The roots of this decision you can find in my article. I wasn't able to define a root of his opinion, although I had the same. Although pedagogy varies across European countries, there are similar roots that have developed into differing strands of contemporary thinking in pedagogics.

**To influence** one's thoughts, to influence his work, to influence the reason. I must influence my child's actions, because he is too little yet. Social activity is influenced by the society's life. Our professor always tries to influence the direction of our researches. Social pedagogics is based on the belief that you can decisively influence social circumstances through education.

**To contribute** to general work, to contribute to his scientific research, to contribute to our life. Your money can contribute to save one's life. Could this book contribute to the development of biology? While philosophers of Classical antiquity like Plato and Aristotle discussed how education could contribute to social

development, social pedagogy in theory and practice only emerged through the influence of modern thinking.

**An impetus** of great importance, a powerful impetus, an impetus to work hard. Every person needs an impetus to live and work. A final impetus for me was his decision. A major impetus for the current understanding of pedagogy was the educational philosophy of the Swiss social thinker Jean-Jacques Rousseau.

To be an **inherently** good person, to find smth inherently close, to open inherently defined qualities. He developed his theories based on his belief that human beings were inherently good as they were closest to nature when born.

**To inspire** the poetry of a modern writer, a work inspired by a teacher, to inspire me to act this way. We often make something by ourselves being inspired by the others. Rousseau's educational philosophy inspired ensuing pedagogues.

A **vital** necessity, a vital importance, to find the vital source. To have a good rest after work is a vital necessity for everybody. During my scientific researches I've found some new vital forms. Nature forms the child as an indivisible whole, as a vital organic unity with many sided moral, mental, and physical capacities.

To work at a **kindergarten**, to take a child from a kindergarten, to build a new kindergarten in our district. Many social pedagogues work at the kindergartens of our city. This kindergarten is the best, they even have a swimming pull there. The New Education Movement transferred Pestalozzi's pedagogic concept into various settings, such as kindergarten, school,

residential care, and informal work with children and young people.

**Furthermore** we can see a problem, furthermore I can't find a work, furthermore Mary is not a specialist yet. Tony works as a social pedagogue at school. Furthermore as he has a good knowledge of English he thinks of the opening of courses there. Furthermore there was increasing recognition for child participation and children's rights.

An obvious **betterment**, to be ready for betterment, a gradual betterment in the life. This betterment was very important because it improved all our future work. Education must make for human betterment.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. He is rather a good person ... he has some problems in communication. 2. Every morning I and my little daughter go to ... by bus. 3. This poem was ... by a very famous actress. 4. To receive money after work is a powerful ... to finish it quickly. 5. It's very important to find the ... of a problem for its decision. 6. I can feel ... in my life in the recent years. 7. His intensive work in chemistry ... to general work of the institute. 8. Social pedagogue must be a qualified specialist. ... he must have some knowledge in other subjects. 9. This work ... her for new scientific discoveries. 10. Living in this country in such conditions ... his further life. 11. They have made a ... contribution to the

development of modern science. 12. I knew that way of behaviour was ... usual for such people.

**7. Answer the following questions:**

1. Do you know what ancient philosophers greatly contributed to the development of pedagogical science?

2. Whose educational view was a great impetus for pedagogics?

3. Who or what has influenced your choice of future profession?

4. In your opinion, what is the root of problems in the relationships between teenagers and their parents?

5. What can inspire you during your hard working days?

6. What kind of preschool institutions does Ukrainian system of education include?

**8. Read the following sentences paying attention to their translation.**

1. Although pedagogy varies across European countries, there are similar roots that have developed into differing strands of contemporary thinking in pedagogics.

1. Хоча педагогіка відрізняється у Європейських країнах, вона має спільне коріння, що розвинулося у різних напрямках сучасного погляду на педагогіку.

- |   |   |
|---|---|
| <p>2. Social pedagogics is based on the belief that you can decisively influence social circumstances through education.</p>  | <p>2. Соціальна педагогіка заснована на вірі, що можливо рішуче вплинути на соціальні обставини через освіту.</p>   |
| <p>3. While philosophers of Classical antiquity discussed how education could contribute to social development, social pedagogy in theory and practice only emerged through the influence of modern thinking.</p> | <p>3. Поки філософи Класичної античності обговорювали, як освіта могла сприяти соціальному розвитку, соціальна педагогіка теоретично і практично лише з'являлась через вплив сучасного погляду.</p> |
| <p>4. A major impetus for the current understanding of pedagogy was the educational philosophy of the French social thinker Jean-Jacques Rousseau.</p>  | <p>4. Важливим поштовхом для сучасного розуміння педагогіки була освітня філософія французького соціального мислителя Жана-Жака Руссо.</p>  |
| <p>5. His theories base on his belief that human beings were inherently good as they were closest to nature when born.</p>  | <p>5. Його теорія базувалася на вірі, що людська істота є невід'ємно хорошою, оскільки вони є близькою до природи.</p>  |
| <p>6. Rousseau's educational philosophy inspired ensuing pedagogues.</p>  | <p>6. Освітня філософія Руссо надихнула педагогів – послідовників.</p>  |

- |   |  |
|---|--|
| <p>7. Nature forms the child as an indivisible whole, as a vital organic unity with many sided moral, mental, and physical capacities.</p> <p>8. Pestalozzi's ideas transferred his pedagogic concept into various settings, such as kindergarten, school, residential care and informal work with children and young people.</p> <p>9. Thus the New Education Movement contributed to a continental pedagogic discourse. Furthermore, there was increasing recognition for child participation and children's rights.</p> <p>10. First, in all education the personality of the child is an essential concern; second, education must make for human betterment.</p> | <p>7. Природа формує дитину, як неділиме ціле, як життєву органічну єдність з багатьма моральними, розумовими і фізичними здібностями.</p> <p>8. Ідеї Песталоцці привнесли його педагогічну концепцію у різні установи, як наприклад дитячий садок, школа, інтер-нати, а також у неформальну роботу з дітьми і молоддю.</p> <p>9. Відтак новий освітній рух сприяв європейській педагогічній думці. До того ж, зростало схвалення дитячої участі і прав дітей.</p> <p>10. По-перше, у всіх видах освіти особа дитини є основним поняттям; по-друге, освіта повинна працювати для людського поліпшення.</p> |
|---|--|

**9. Home task. Cover the left side of exercise 6 Unit 2 Lesson 1 and translate the sentences as quickly as possible.**

## UNIT 2

### Lesson 2

*The theme: Historical Development of Social Pedagogics.*

**1. Cover the left side of exercise 4 Unit 1 Lesson 1 and translate the sentences as quickly as possible.**

**2. Ask each other:**

- What is social pedagogics based on?
- What is the process of education seen as?
- What French social thinker did influence the social development?
- What kind of educational method did Pestalozzi develop?
- What kind of educational tradition did Pestalozzi and Montessori follow?

**3. Discuss the information:**

- You have learnt from the text about the philosophers of Classical antiquity who contributed to social development.

- You have known about the main educational views of such scientists as Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and Friedrich Diesterweg.

- You have already known social pedagogics is based on the belief that education is seen as a life-long learning process that also includes educating adults.

In the following text you will get know more information about historical development of Social Pedagogics.

#### 4. Read and translate the following text.

**Although** pedagogy varies across European countries, there are similar **roots** that have developed into differing strands of contemporary thinking in pedagogics. Historically, social pedagogics is based on the belief that you can decisively **influence** social circumstances through education” – and importantly, education is seen as a life-long learning process that does not only refer to children but includes educating adults.

While philosophers of Classical antiquity like Plato and Aristotle discussed how education could **contribute** to social development, social pedagogy in theory and practice only emerged through the influence of modern thinking in the Renaissance, the Reformation and later during the Enlightenment.

A major **impetus** for the current understanding of pedagogy was the educational philosophy of the French social thinker Jean-Jacques Rousseau. He developed his theories based on his belief that human beings were **inherently** good as they were closest to nature when born, but society and its institutions corrupted them and denaturalized them.

Rousseau’s educational philosophy **inspired** ensuing pedagogues, notably Johann Heinrich Pestalozzi. He developed a method of holistic education, which addressed head, heart, and

hands. These three elements are inseparable from each other in Pestalozzi's method and need to be kept in harmony. Nature forms the child as an indivisible whole, as a **vital** organic unity with many sided moral, mental, and physical capacities.

Pestalozzi's ideas sparked interest across continental Europe, and particularly the New Education Movement transferred his pedagogic concept into various settings, such as **kindergarten**, school, residential care, and informal work with children and young people. Thus the New Education Movement contributed to a continental pedagogic discourse, which saw children being conceptualized as equal human beings. **Furthermore**, there was increasing recognition for child participation and children's rights, for instance in the pedagogic concepts of Montessori and Korczak.

Based on the educational ideas of Rousseau, Pestalozzi and Fröbel, the German headteacher Friedrich Diesterweg emphasised the social relevance of pedagogy in fighting social inequalities. For him social pedagogy was «educational action by which one aims to help the poor in society».

Pedagogic thinkers like Pestalozzi and Montessori followed the tradition of developing a child-centred teachers, which was increasingly criticised by an emerging school of thought that promoted a teacher focused on the collective, on the community and how to use pedagogical ideas for social **betterment** – or a social pedagogy, as the German educationalist Karl Mager had written in 1844 for the first time.

**5. Write what you know about the main steps in history of social pedagogics.**

**6. Find in the text the passages proving that:**

- a) you can decisively influence social circumstances through education;
- b) Rousseau's educational philosophy inspired ensuing pedagogues;
- c) the New Education Movement contributed to a continental pedagogic discourse.

**7. Share with your partner the information received from the text.**

*(Use the words: **Do you know that... It's interesting that... I can tell you that... and other.** For example: It's interesting that social pedagogics is based on the belief that you can decisively influence social circumstances through education. Do you know that Rousseau developed a method of holistic education).*

**8. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

## **UNIT 2**

### **Lesson 3**

***The theme: Historical Development of Social Pedagogics.***

**1. Render the content of the text 2 Unit 2 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about the main steps in history of social pedagogics.**

**3. Ask each other:**

- What is social pedagogics based on?
- What is the process of education seen as?
- What French social thinker did influence the social development?
- What kind of educational method did Pestalozzi develop?
- What kind of educational tradition did Pestalozzi and Montessori follow?

**4. Discuss the information:**

- You have learnt from the text about the philosophers of Classical antiquity who contributed to social development.

- You have known about the main educational views of such scientists as Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and Friedrich Diesterweg.

- You have already known social pedagogics is based on the belief that education is seen as a life-long learning process that also includes educating adults.

In the following text you will get know more information about historical development of Social Pedagogics.

**5. Listen to the lecture and answer the questions.**

Understanding of socialization as the phenomena of social life led to separation opinions and conclusions, which form social

norms, values and meanings within culture phenomenon, or within a cultural approach. Although pedagogy varies across European countries, there are similar roots that have developed into differing strands of contemporary thinking in pedagogics. Historically, social pedagogics is based on the belief that you can decisively influence social circumstances through education” – and importantly, education is seen as a life-long learning process that does not only refer to children but includes educating adults.

While philosophers of Classical antiquity like Plato and Aristotle discussed how education could contribute to social development, social pedagogy in theory and practice only emerged through the influence of modern thinking in the Renaissance, the Reformation and later during the Enlightenment, when children started to come into the picture of social philosophy.

### ***Jean-Jacques Rousseau***

A major impetus for the current understanding of pedagogy was the educational philosophy of the French social thinker Jean-Jacques Rousseau (1712-1778). Concerned with the decay of society, he developed his theories based on his belief that human beings were inherently good as they were closest to nature when born, but society and its institutions corrupted them and denaturalized them. Consequently, bringing up children in harmony with nature and its laws so as to preserve the good was central for Rousseau’s pedagogic theory. Rousseau innovatively “argued that the momentum for learning was provided by the growth of the person (nature) – and that what the educator needed

to do was to facilitate opportunities for learning”, as Doyle and Smith note.

### ***Johann Heinrich Pestalozzi***

Rousseau’s educational philosophy inspired ensuing pedagogues, notably Johann Heinrich Pestalozzi (1746-1827), who refined Rousseau’s thoughts by developing a method of holistic education, which addressed head, heart, and hands. These three elements are inseparable from each other in Pestalozzi’s method and need to be kept in harmony. “Nature forms the child as an indivisible whole, as a vital organic unity with many sided moral, mental, and physical capacities. Each of these capacities is developed through and by means of the others”, Pestalozzi stated.

### ***New Education Movement***

Pestalozzi’s ideas sparked interest across continental Europe, and particularly the New Education Movement transferred his pedagogic concept into various settings, such as kindergarten (Fröbel), school (Montessori, Steiner, Hahn), residential care (Korczak), and informal work with children and young people (Montessori). Thus the New Education Movement contributed to a continental pedagogic discourse, which saw children being conceptualized as equal human beings (“Children do not become humans, they already are”, Korczak), and as competent, active agents (“A child has a hundred languages”, Malaguzzi). Furthermore, there was increasing recognition for child participation and children’s rights, for instance in the pedagogic concepts of Montessori and Korczak.

The New Education Movement led to a spread of pedagogic concepts and ideas across many European countries and made two fundamental points which demonstrate its ambition to use pedagogy for social change: “First, in all education the personality of the child is an essential concern; second, education must make for human betterment, that is for a New Era”.

Based on the educational ideas of Rousseau, Pestalozzi and Fröbel, the German headteacher Friedrich Diesterweg (1790-1866) criticized the social relevance of pedagogy in fighting social inequalities. For him social pedagogy was “educational action by which one aims to help the poor in society”. Through the contribution of Diesterweg and other thinkers, such as Friedrich Schleiermacher, pedagogy took on a more social role, one of community education that also occurs in later writers like Paulo Freire and John Dewey.

Although teachers were early on concerned with changing social conditions through education – Rousseau is most famous for his *Social Contract* (1762) – its primary focus had been on the individual and his or her upbringing, which Rousseau had aimed to protect from the negative influences of society. Pedagogic thinkers like Pestalozzi and later on Montessori followed in his tradition of developing a child-centered teacher, which was increasingly criticized by an emerging school of thought that promoted a teacher focused on the collective, on the community and how to use pedagogical ideas for social betterment – or a social pedagogy, as the German educationalist Karl Mager had written in 1844 for the first time.

## **6. Answer the following questions.**

- a) What is social pedagogics based on?
- b) Whose educational philosophy inspired ensuing pedagogues?
- c) What was the major impetus for the current understanding of pedagogy?
- d) What contributed to a continental pedagogic discourse?

## **7. Prove that:**

- Pedagogy of all countries is of similar roots that have developed into differing strands of contemporary thinking in this science.

- Rousseau's thoughts much influenced pedagogy in all directions.

- Three elements are inseparable from each other in Pestalozzi's method.

- The New Education Movement led to a spread of pedagogic concepts and ideas across many European countries.

## **8. Write an essay about history of social pedagogics.**

### **9. Home task.**

a) Prepare for the retelling of the content of the lecture «*Historical Development of Social Pedagogics*» (use the questions if you need).

b) Find some additional information in the Internet about the history of sociology and social pedagogics in Ukraine and be ready to represent it.

## UNIT 3

### Lesson 1

*The theme: Qualifying characteristics of Social Pedagogue.*

**1. Listen to the additional information about the history of sociology and social pedagogics.**

**2. Give the additional information about the history of sociology and social pedagogics.**

**3. Object the following statements:**

- Pedagogic concepts and ideas weren't inspired by the New Education movement.

- Pestalozzi's method is very easy to use Because it has only two elements.

- Pedagogy of all countries is of different roots having development into different strands of contemporary thinking.

**4. Read the words with their translation. Pay attention to the spelling of these words.**

#### Vocabulary

*supervision*

*curriculum*

*alongside*

*interlinked*

*reference*

*staff*

*to evaluate*

*applied science*

*Bachelor*

*framework*

*goal*

*strengthen*

1. applied sciences [ə'plaɪd 'saɪənsɪz] – прикладні науки

2. Bachelor ['bætʃ(ə)lə] – бакалавр (молодший вчений ступінь)

3. curriculum – (лат. curro) c. vitae или vivendi – анкета, життєвий шлях, у контексті – навчальний план, програма.

4. supervision [s(j)u:pə'vɪz(ə)n] – нагляд, догляд; завідування  
under the supervision of smb. – у віданні когось; під  
наглядом (керівництвом) когось
5. interlinked [Intə'liŋk] – тісно пов'язувати; зчіпляти
6. reference ['ref(ə)rəns] – 1) передавання на розгляд до іншої  
інстанції 2) повноваження (компетенція) 3) довідка 4) поси-  
лання, виноска 5) згадування; натяк 6) рекомендація
7. alongside [əlbŋ'saɪd] – пліч-о-пліч, поруч (з – of)
8. staff [stɑ:f] – апарат; кадри; працівники; персонал;  
співробітник; штат
9. to evaluate [ɪ'væljʊ: ət] – оцінювати
10. framework ['freɪmwɜ:k] – 1) зруб, каркас, кістяк  
3) коробка; рама, обрамлення 4) решітка; ґрати, ґратчаста  
система 5) структура *the framework of society* – суспільний  
лад 6) рамки; межі *within the framework* – в межах чогось  
*to return into the framework* – возз'єднатися
11. to evolve [ɪ'vɒlv] – 1) розвивати(ся); еволюціонувати  
2) розгортати(ся) 3) виділяти (гази, запах) – розвиватися
12. to attain [ə'teɪn] – досягати, добиватися, домагатися
13. goal [gəʊl] – 1) мета, ціль 2) гол 3) ворота
14. to strengthen ['streŋθ(ə)n] – підсилювати(ся), посилюва-  
ти(ся); зміцнювати

**5. a) Read the word combinations and sentences; translate them into Russian;**

**b) Make up sentences with the words in bold type and write them down.**

To study **applied sciences**, to connect with applied sciences, to work with applied sciences. Nowadays many scientists tries to develop not only their branch of science but some in applied sciences. We start the researching in applied sciences from the early beginning of our study. Try to find some more information in applied sciences, please.

To receive the **Bachelor's degree**, to graduate with Bachelor, to become Bachelor of Law. Every educated person should get Bachelor degree. After receiving Bachelor you may continue your study in the selected direction. Tom finished his five year's work with Bachelor. Now then you have Bachelor's degree you can go abroad and enter the University.

To fullfil the **curriculum**, to write the child's curriculum, to find the curriculum, to get the curriculum. Using the curriculum one can find the work very quickly. We received the curriculum from the Ministry only yesterday.

To be under supervision, to provoke the **supervision** by the behavior, to find the supervision in the house. Usually little kids need supervision of the adults even when playing. Being under supervision of the teacher the students wrote their tests without mistakes. The supervision is important in the work of social teacher.

The **interlinked** subjects, to become interlinked , the work in the interlinked branches of science. We find it very interesting to develop two interlinked spheres in social work. The teacher should interlink many topics into one subject to study with his pupils.

To get a **reference**, to find a new reference, to give references in the work. You are obliged to present all the necessary references in your article. With the reference on the well known professor I can insist on my statement. Use this reference in the future report.

To walk **alongside**, alongside the street, to come alongside, to return home alongside the seashore. It's not difficult to find the way going alongside the railway. The trip alongside the Thames was very pleasant. Waiting for our guests we were walking alongside the bus stops.

To be in the **staff**, to extend the staff, to give the instructions to all the staff, to work with the staff. All the staff of our institute is professionally competent and well trained. It isn't a good idea to change the staff now when all the country is in crisis.

**To evaluate** the work of social teacher, to evaluate the article, to evaluate the political position of the country. One can evaluate the work of President but not everyone can become a President. Be careful when evaluating the role of social teacher.

To return into the **framework**, to bring up in the the framework of society, within the framework. It's very important for a child in its early ages to feel within the framework. The creation of the frameworks is a part of a social teacher's work. To live in such narrow frameworks is very difficult for me.

**To evolve** quickly, to evolve in the framework of society, to evolve into an educated person. The society evolves according its own laws which are very difficult to correct. It's an aim of each educated person to evolve deeper.

**To attain the goal**, to attain the results of the work, to attain the highest position. I'm very glad to inform you that my husband attained the post of President of his company. You should work more if you really want to attain the good result. This goal is very easy to attain. Find another goal, please.

**To strengthen** defense capability, to strengthen responsibility, to strengthen discipline. Strengthening of state power is the first goal of the government. I strengthen family ties visiting my parents and relatives when I have my holidays.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. There are too many workers at this factory. The chief must reduce the ... . 2. Every country should ... the capability to defend its borders. 3. Walking ... the street we met our old friend. 4. If you work harder you can ... the best result. 5. The main ... of our study is to become a real social teacher. 6. Nancy decided to change the work. She attends the management courses and ... quickly. 7. I didn't invent this statement. Look at ... below. 8. The person with some behavior deviations should be returned into the ... of the society. 9. My new scientific report was ... very high by our professors. 10. Sociology is closely linked with ...such as psychology and pedagogic. 11. In my ... I stated that I've got a ... degree in sociology in 2010. 12. Children were playing the psychological game under the ... of social teacher. 13. As far as

I know physics and mathematics are two ... sciences, but honestly I'm not a professional in this question.

### 7. Answer the following questions:

1. What do you know about social pedagogues in the other countries?
2. Social pedagogic isn't based only on our reality, is it?
3. Who or what has influenced the development of social pedagogic?
4. In your opinion, what are the roots of social pedagogic?
5. What should a future social teacher know about the education routes to qualify as a social pedagogue?

### 8. Read the following sentences paying attention to their translation.

- |  |   |
|--|---|
| <p>1. Social Pedagogy can only be studied at the Universities of <b>applied sciences</b>, social pedagogy is offered as <b>Bachelor</b> of Arts with 1 semester of practical placement as part of the <b>curriculum</b>.</p> <p>2. The first significant change in child protection took place in 1964, when teachers were appointed child protection workers in the kindergartens</p> | <p>1. Соціальна Педагогіка може тільки вивчатися в Університетах прикладних наук, соціальна педагогіка пропонується, як Бакалавр Мистецтв, маючи один семестр практики в навчальному плані.</p> <p>2. Перша істотна зміна в захисті дітей мала місце в 1964, коли вчителі були призначеними дитячими захисними працівниками в</p> |
|--|---|

and schools. Such child protection **supervision** functioned until 1985.

3. This project provided opportunities for residential child care professionals to explore social pedagogy in relation to their practice by participating in a six-day training or by having a social pedagogue work **along-side** staff in a children's home.
4. In order to explore ways to improve the quality of care on offer, we will fund a pilot program **to evaluate** the effectiveness of social pedagogy in residential care.
5. This shows that what is important for practice is not only the individual professional working with a child but also the context: the institution or organization that

дитячих садах і школах. Таке дитяче захисне спостереження функціонувало до 1985 року.

3. Цей проект забезпечив можливості професіоналам у дитячих будинках дослідити соціальну педагогіку у співвідношенні з їх практикою, беручи участь у шестиденному навчанні або працюючи соціальним педагогом пліч-о-пліч з персоналом дитячих будинків.
4. Для того, щоб дослідити шляхи підвищення якості запропонованої уваги, ми вкладемо кошти в експериментальну програму, щоб оцінити ефективність соціальної педагогіки у дитячих будинках.
5. Це показує, що важливою для практики є не лише індивідуальна професійна робота з дитиною, але і середовище: установа або організація, яка наглядає за

looks after children and issues particular ways of working for its professionals, and the socially-political **framework** that has a wider impact on the way the public care system.

6. As an academic discipline, social pedagogy has evolved in close relationship with society, depending on how a given society thinks about children, their upbringing and education.
7. Although they have some way to go, Social Pedagogy has allowed us to identify areas of improvement, and empowered them with skills and knowledge to **attain** their long term **goals**.
8. Social pedagogy offers 'freshness' – a critical reflection of one's own practice **strengthened** with grounded theory, a new language that conveys a positive concept of children, and a new perspective in redefining child care.

дітьми і розробляє специфічні шляхи роботи для своїх професіоналів, а також соціально-політичні рамки, які мають ширший вплив на громадську систему турботи.

6. Як академічна дисципліна, соціальна педагогіка еволюціонувала у тісному зв'язку з суспільством, залежно від того, як це суспільство піклується про дітей, їх виховання і освіти.
7. Маючи декілька шляхів розвитку, соціальна педагогіка дозволяє нам ідентифікувати області її удосконалення, набуваючи навички і знання, щоб досягти довгострокових цілей.
8. Соціальна педагогіка пропонує 'свіжість' – критичне відображення своєї власної практики посилене обґрунтованою теорією, нову мову, що веде до позитивного сприйняття дітей, і нової перспективи в новому значенні догляду за дитиною.

**9. Home task. Cover the left side of exercise 7 Unit 3 Lesson 1 and translate the sentences as quickly as possible.**

### **UNIT 3**

#### **Lesson 2**

*The theme: Qualifying characteristics of Social Pedagogue.*

**1. Cover the left side of exercise 7 Unit 3 Lesson 1 and translate the sentences as quickly as possible.**

**2. Ask each other:**

- Which interlinked disciplines is social pedagogics often combined with?
- What was the nurses' work?
- How can residential child care professionals explore their social pedagogy skills?
- What are the ways to improve the quality of care?
- What 'freshness' does social pedagogy offer?

**3. Read and translate the following text.**

Social teacher – a specialist in a jurisdiction which includes the provision of educational, psychological, psychological and social assistance to people who need it. It organizes educational work with children, youth, and adults in different socio-cultural environments (family, education and pre-schools, orphanages, shelters, workplace, etc.).

Similar to other academic disciplines, social pedagogy is a degree-level qualification (higher education) of usually 3,5years. There are different education routes to qualify as a social pedagogue, which vary from country to country:

In **Germany** social pedagogy and social work have merged into one course – ‘Soziale Arbeit’- since 2007 graduates holding after successful study a double degree: Social Worker and Social Pedagogy. Social Pedagogy can only be studied at Fachhochschule (Universities of **applied Sciences**), social pedagogy is offered as **Bachelor** of Arts(3.5 years)with 1 semester of practical placement as part of the **curriculum**- Graduates will have the ability to place their professional activity in legal and socio-political perspective and analyze it. Social Pedagogy is multidisciplinary – the study reflects: Psychology, Sociology, Social Management, Law and Politics, Professional Concepts such as Mediation, Therapy, **Supervision**, communication concepts, Media, Economy, Social Justice, Health.

**Danish** social pedagogues usually qualify at Seminaries (seminariums), which offer 3.5 year courses that include 3 placements in different pedagogic settings throughout the period of studies. Some seminariums also offer short courses on social pedagogy in English. Further studies at MA (Master of Arts) level often combine social pedagogy with **interlinked** disciplines, such as sociology or psychology, and can be pursued at several universities.

**Czech** social pedagogues usually study at the university level. Social Pedagogy is offered as a Bachelor study program. For research based studies, Social Pedagogy can be studied as Master program after finishing the Bachelor degree.

**South America.** Social Pedagogy is as well studied at University level. The titles are different to those in Germany, were you will hold a degree as Bachelor of Art in South America it will be named of Sciences.

Social pedagogy has already been ‘floating’ around in **British** discussions around the children’s and young people’s workforce for several decades, often with **reference** to the ‘social educator’. Over the last decade, Thomas Coram Research Unit (TCRU) has conducted various comparative research studies detailing the differences in residential care practice across Europe and particularly in Germany and Denmark. Their extensive research demonstrates the benefits of working with a pedagogic approach for looked-after children’s positive care experience and outcomes. They initiated in early 2007 a pilot project to introduce social pedagogy into residential homes. This project provided opportunities for residential child care professionals to explore social pedagogy in relation to their practice by participating in a six-day training or by having a social pedagogue work **alongside staff** in a children’s home.

At around the same time, the Department for Children, Schools and Families (DCSF) announced: “In order to explore

ways to improve the quality of care on offer, we will fund a pilot program **to evaluate** the effectiveness of social pedagogy in residential care”.

This shows that what is important for practice is not only the individual professional working with a child but also the context: the institution or organization that looks after children and issues particular ways of working for its professionals, and the socially-political **framework** that has a wider impact on the way the public care system works and on national policies and spending. As an academic discipline, social pedagogy **has evolved** in close relationship with society, depending on how a given society thinks about children, their upbringing and education. Although they have some way to go, Social Pedagogy has allowed us to identify areas of improvement, and empowered them with skills and knowledge **to attain** their long term **goals**.

The opportunities that social pedagogy brings for residential child care should therefore not be seen as devaluing current practice. Instead, social pedagogy offers ‘freshness’ – a critical reflection of one’s own practice **strengthened** with grounded theory, a new language that conveys a positive concept of children, and a new perspective in re-defining residential child care.

#### **4. Find in the text the passages proving that:**

- a) social pedagogy is multidisciplinary;
- b) what is important for practice is not only the individual professional working with a child but also the context;

c) as an academic discipline, social pedagogy has evolved in close relationship with society, depending on how a given society thinks about children, their upbringing and education.

**5. Write what you know about the routes to qualify as a social pedagogue.**

**6. Share with your partner the information received from the text.**

*(Use the words: Do you know that... It's interesting that... I can tell you that... and other. For example: It's interesting that social pedagogy has allowed us to identify areas of improvement to attain their long term goals. Do you know what skills and knowledge does it need?)*

**7. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

### **UNIT 3**

#### **Lesson 3**

*The theme: Qualifying characteristics of Social Pedagogue.*

**1. Render the content of the text 3 Unit 3 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about the routes to qualify as a social pedagogue.**

### **3. Ask each other:**

- Are there different education routes to qualify as a social pedagogue?
- Will the graduates have the ability to place their professional activity in legal and socio-political perspective and analyze it?
- What are the interlinked disciplines social pedagogy is often combined with?
- What does the last extensive research demonstrate?
- What does social pedagogy as an academic discipline depend on?

### **4. Discuss the information:**

– Now you know that studies of social pedagogy is often combined with interlinked disciplines, such as sociology or psychology.

– You also know that social pedagogy allows us to identify areas of improvement, and empowers them with skills and knowledge to attain the long term goals.

– You have already known that social pedagogy offers ‘freshness’ – a critical reflection of one’s own practice strengthened with grounded theory, a new language that conveys a positive concept of children

In the following text you will get know more information about the place of social pedagogy and a role of social pedagogue in different countries.

## 5. Listen to the lecture and answer the questions.

Typical traits of social teacher include: empathy, humanity, sensitivity, psychological literacy, communication skills, tact, common culture.

The basis of the «Code of Ethics for professionals in social work in Ukraine» is the national experience and international ethical principles and standards of social work.

Similar to other academic disciplines, social pedagogy is a degree-level qualification (higher education) of usually 3,5 years. There are different education routes to qualify as a social pedagogue, which vary from country to country:

In **Germany** social pedagogy and social work have merged into one course – ‘Soziale Arbeit’- since 2007 graduates holding after successful study a double degree: Social Worker and Social Pedagogy. Social Pedagogy can only be studied at Fachhochschule (Universities of **applied Sciences**), social pedagogy is offered as **Bachelor** of Arts (3.5 years) with 1 semester of practical placement as part of the **curriculum** – Graduates will have the ability to place their professional activity in legal and socio-political perspective and analyze it. The interplay of work experience in their placement and theoretical work in the university prepares the graduates to work with clients, in the field of administration and management of social organizations. For a deeper more research based study Social Pedagogy can be studied after the Bachelor as Master of Arts (2 years).

Social Pedagogy is multidisciplinary – the study includes: Psychology, Sociology, Social Management, Law and Politics, Professional Concepts such as Mediation, Therapy, **Supervision**, communication concepts, Media, Economy, Social Justice, Health.

**Danish** social pedagogues usually qualify at Seminaries (seminariums), which offer 3.5 year courses that include 3 placements in different pedagogic settings throughout the period of studies. Some seminariums also offer short courses on social pedagogy in English. Further studies at MA(Master of Arts) level often combine social pedagogy with **interlinked** disciplines, such as sociology or psychology, and can be pursued at several universities.

**Czech** social pedagogues usually study at the university level (there is also possibility to study at the college where they will get a DiS. degree). Social Pedagogy is offered as a Bachelor study program. For research based studies, Social Pedagogy can be studied as Master program after finishing the Bachelor degree. The academics separate Social Pedagogy from the social work and they look at them as at two separate disciplines.

**South America.** Social Pedagogy is as well studied at University level. The titles are different to those in Germany, were you will hold a degree as Bachelor of Art in South America it will be named of Sciences.

Social pedagogy has already been ‘floating’ around in **British** discussions around the children’s and young people’s workforce for several decades, often with **reference** to the ‘social educator’. The

first two fundamental steps which put social pedagogy on the fast-track in terms of a structured introduction into the British residential child care sector were the research activities of the Thomas Coram Research Unit (TCRU) at the Institute of Education, University of London, and activities at the government-funded National Centre for Excellence in Residential Child Care (NCERCC).

Over the last decade, TCRU has conducted various comparative research studies detailing the differences in residential care practice across Europe and particularly in Germany and Denmark. Their extensive research demonstrates the benefits of working with a pedagogic approach for looked-after children's positive care experience and outcomes (for an overview see Petrie et al., 2006 ). Based on the findings from these studies, NCERCC initiated in early 2007 a pilot project to introduce social pedagogy into residential homes. This project provided opportunities for residential child care professionals to explore social pedagogy in relation to their practice by participating in a six-day training or by having a social pedagogue work **alongside staff** in a children's home.

At around the same time, the Department for Children, Schools and Families (DCSF) announced: «In order to explore ways to improve the quality of care on offer, we will fund a pilot program *to evaluate* the effectiveness of social pedagogy in residential care.»

Since then there has been increasing discourse and activity in exploring of the British government about the quality of life for

children in care. All that is constructed in a way that reflects how society thinks about and perceives children in care.

This shows that what is important for practice is not only the individual professional working with a child but also the context: the institution or organization that looks after children and issues particular ways of working for its professionals, and the socially-political **framework** that has a wider impact on the way the public care system works (for example the referral process or the preference of fostering over residential homes) and on national policies and spending. In order to make sustainable improvements for children in care, these three levels (the pedagogic practice of each professional, the institutional framework and the societal-political context) have to be reviewed and addressed. Social pedagogy, therefore, is not merely how individual practitioners should work, it is also how the team, the organization and the wider system need to function as an interlinked system, based on similar principles, philosophies and visions.

As an academic discipline, social pedagogy **has evolved** in close relationship with society, depending on how a given society thinks about children, their upbringing and education. Mollenhauer (1964) therefore described social pedagogy as a ‘function of society’. With this in mind, it is impossible to simply transfer social pedagogy from one society to another. Rather social pedagogy in Britain needs to be constructed in dialogue with professionals, building on their existing practice, inspiring them with different ideas, and underpinning their practice.

Constructing social pedagogy in this understanding is not about changing current practice – or even claiming that it is inadequate and needs to be demolished. It is about improving what works, adding to it, and giving recognition to what is often undervalued. After all, social pedagogic thinking is not entirely new to the UK. In consequence, social pedagogy resonates with many professionals and makes much sense to them.

Social Pedagogy has reaffirmed and also reassured that people are heading in the right direction in terms of the pedagogic practices that British undertake on a daily basis. It has allowed their staff team to continue to work in driving home the methods they use to deliver quality childcare, and this is reflected in the attitudes of the workers and young people alike. Although they have some way to go, Social Pedagogy has allowed us to identify areas of improvement, and empowered them with skills and knowledge **to attain** their long term **goals**.

The experiences of practitioners participating in the NCERCC pilot demonstrate that social pedagogy complements practice in many respects and finds much to build on. Importantly, many residential practitioners share the same philosophy, the same motivation of making a difference for children in care, and often core aspects of a social pedagogic approach are already in place, e.g. participation. The opportunities that social pedagogy brings for residential child care should therefore not be seen as devaluing current practice. Instead, social pedagogy offers ‘freshness’ – a critical reflection of one’s own practice **strengthened** with

grounded theory, a new language that conveys a positive concept of children, and a new perspective in re-defining residential child care.

**6. Answer the following questions.**

a) What are the main features of social pedagogy in Germany?

b) What are the main features of social pedagogy in Britain?

c) What are the main features of social pedagogy in South America?

d) What are the main features of social pedagogy in Slovakia and Denmark?

e) What is important for practice in social pedagogy?

f) What new language that conveys a positive concept of children does social pedagogy offer?

**7. Prove that:**

– Social pedagogy has evolved in close relationship with society.

– Social pedagogy brings for residential child care should not be seen as devaluing current practice.

– The interplay of work experience in their placement and theoretical work in the university prepares the graduates to work with clients, in the field of administration and management of social organizations.

**8. Write an essay about the place of a social pedagogue in different countries.**

**9. Home task.**

a) Prepare for the retelling of the content of the lecture «*Qualifying as a Social Pedagogue in different countries*» (use the questions if you need).

b) Find some additional information in the Internet about the role of social pedagogue in different countries and be ready to represent it.

## **UNIT 4**

### **Lesson 1**

*The theme: Social work in Ukraine.*

**1. Listen to the additional information about the about the place of a social pedagogue in different countries.**

**2. Give the additional information about the role of social pedagogue in different countries.**

**3. Object the following statements**

– In Germany social pedagogy and social

### **Vocabulary**

*initially  
emergency  
Irrespective  
full-fledged  
disabled  
adjustment  
to ensure  
a refugee  
to entitle  
to engage  
to facilitate  
pecuniary aid  
vulnerable*

work aren't merged into one discipline course.

– Czech social pedagogues usually study at the college level. Social Pedagogy isn't offered as a Bachelor study program.

– Over the last decade, in Britain there were no research studies detailing the differences in residential care practice across Europe and particularly in Germany and Denmark.

#### **4. Read the words with their translation. Pay attention to the spelling of these words.**

1. to ensure [ɪn'ʃʊə] – 1) гарантувати, забезпечувати to ensure an income – гарантувати прибуток to ensure independence – забезпечити незалежність 2) ручатися 3) страхувати (від – against, from)
2. to facilitate [fə'sɪlɪteɪt] – полегшувати; допомагати; просувати; сприяти
3. adjustment [ə'dʒʌstmənt] – 1) погодження, пристосування 2) регулювання, пристосування; установлення; складання (машини)
4. initially [ɪ'nɪʃəli] – початково, спочатку
5. emergency [ɪ'mɜ:dʒ(ə)nsɪ] – 1) крайність; непередбачений випадок 2) критичне становище; надзвичайний стан (у країні); крайня необхідність in case of emergency – на випадок крайньої потреби, в екстремому випадку 3) аварія 4) допоміжний, запасний, аварійний emergency door, emergency

- exit – запасний вихід emergency law – надзвичайний закон  
 emergency landing – вимушена посадка (літака)
6. irrespective [ɪrɪ'spektɪv] – безвідносний; irrespective of – незалежно від
  7. full-fledged [fʊl'fledʒd] – цілком закінчений, розвинутий
  8. vulnerable ['vʌln(ə)rəb(ə)l] – уразливий
  9. disabled [dɪs'eɪbld] – покалічений; виведений з ладу; disabled worker – інвалід праці
  10. a refugee [refjʊ'dʒi:] – 1) емігрант 2) біженець
  11. to entitle [ɪn'taɪtl] – 1) давати право на (to) 2) давати заголовок, озаглавлювати
  12. to engage [ɪn'geɪdʒ] – 1) наймати; замовляти (кімнату) 2) займатися to be engaged in [to engage in] teaching – займатися викладанням 3) привертати; займати to engage smb.'s attention – полонити чийсь увагу 4) обручити, заручити to be engaged – бути зарученим 5) зобов'язуватися he engaged himself to do it – він взяв на себе зробити це
  13. pecuniary [pɪ'kju:niəri] – 1) грошовий pecuniary aid – грошова допомога 2) що керується матеріальними інтересами; що шукає вигоди.

- 5. a) Read the word combinations and sentences; translate them into Russian;**
- b) Make up sentences with the words in bold type and write them down.**

**To ensure** a minimum income, to ensure a right, to ensure political stability to ensure collective security, to ensure consumers' rights. The main goal of a government is to ensure equal security for all. TV programs are to ensure and reflect fairness in debate before the elections. Each food producer has to ensure the safety of his products.

**To facilitate** social rehabilitation, in order to facilitate the work, to facilitate economic recovery. Our teachers try to facilitate the study of first-year students. We always use dictionaries to facilitate the translation. If the work seems hard find the way to facilitate it.

To bring questions to an amicable **adjustment**, to read the adjustment clause very attentively, to be a member adjustment committee, to sign an adjustment of claims. This document is very important as it is an adjustment of our dispute. Do you know what an adjustment of the average is? It means the recovery of losses by both sides.

**Initially** composed document, to verify the task initially made, to make initially decision. We are fond of your proposition made initially. Looking at the picture initially painted by this artist I can say it's genial.

**Emergency** forces, an emergency government, to emphasize an emergency law, an emergency legislation. We need emergency powers to save this situation. Our emergency provision ends, we have nothing to eat now. We are going to take some emergency action. Where is our emergency flag?

**Irrespective** of the consequences, irrespective of the form of ownership, irrespective of the property category. This is our father will and it isn't changeable irrespective of the situation. The rules should work irrespective of circumstances of the case. Irrespective of my family decision I'll find the new flat.

To be a **full-fledged** member, to become a full-fledged alcoholic, to act like a full-fledged egoist. Being at this elite club feel its full-fledged participant. This action obviously shows that you are a full-fledged stupid.

**Vulnerable** to charge, to make smb politically vulnerable, a vulnerable audience, vulnerable period. Persons with physical and psychiatric disabilities represent a vulnerable group. Someone who knew the score wouldn't leave himself that vulnerable. We were in a vulnerable position in that difficult situation. He was vulnerable and an easy target.

**Disabled** people, to bring up a disabled person, a disabled soldier, a disabled statute, a disabled veteran of war. A disabled worker would normally wait 30 days from the day you were first ill, disabled or unemployed before receiving any insurance. Disabled people should be given the same opportunities as the rest of people. The disabled cruiser was only just able to make port.

A **refugee** camp, a refugee center, a new Refugee Convention, a terrible refugee flow. There are lots of refugees for economic reasons from the poorest countries. It isn't easy to get the refugee passport in USA. Not finding the work you can receive refugee welfare for some time.

**To entitle** a person, to be entitled to humane treatment, to feel entitled to all the rights and privileges. Every person is entitled to an attorney during the judicial proceedings. Only when you are 18 you are entitled to speak and vote. The dean is legally entitled to expel the student with low academic performance.

**To engage** in business, to engage in a search, to engage in criminal activity to be engaged in upbringing of youth. It's a great responsibility to work with children engaged in illegal activity. We know about hundreds of teen-girls engaged in prostitution. Social teacher should find such engaged children and try to help them to recover. Mary is engaged with Paul, but they have no money to marry.

**A pecuniary** claim, a pecuniary consideration, to get pecuniary damages, to have a big pecuniary interest. Having terrible pecuniary loss we can't pay the study in time. Now we must also pay pecuniary punishment for overdue payment. But after finishing the study we will receive the pecuniary recompense.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. The teacher at primary school must ... the order in class. 2. Something's wrong with the gas stove. Find the number of ... call service, please. 3. This building has been made accessible to ... people. 4. I'm not ... to sign such important documents. 5. To ... social rehabilitation of children is an aim of a real social teacher. 6.

This discussion is to bring an amicable ... of the question. 7. Tom usually tries to follow his decisions ... made. 8. The task of a social worker is not to allow a person to become a ... marginal. 9. When having serious troubles you have the right to get the ... aid from the state. 10. The buses should drive ... of weather's troubles. 11. Children with physical and psychiatric disabilities may get into a ... group and need special help. 12. In 1975 my grandfather became a ... for politic reasons. 13. Are you already married? – No, I'm only ... .

### 7. Answer the following questions:

1. What do you know about social work in our country?
2. Social work is a rather new direction, isn't it?
3. Do you know any social institution in your native city?
4. In your opinion, does social work formation keep developing in Ukraine today?
5. What are the ways of social work today?

### 8. Read the following sentences paying attention to their translation.

- |   |  |
|---|--|
| <p>1. The first public social services for youth aimed <b>to ensure</b> conditions <b>facilitating</b> positive social <b>adjustment</b> of young people.</p> | <p>1. Перші громадські соціальні служби для молоді прагнули забезпечити умови, що полегшують позитивне соціальне пристосування молоді.</p> |
|---|--|

- |   |   |
|---|---|
| <p>2. <b>Initially</b>, social services for youth were mostly directed at organization of mass youth-orientated events, telephone <b>emergency</b> services, etc.</p>                   | <p>2. Спочатку, соціальні служби для молоді були здебільшого спрямовані на організацію масових молодіжно-орієнтованих подій або це були телефонні надзвичайні служби та ін.</p> |
| <p>3. As of now such centers are united into a single coordinate network running various programs <b>irrespective</b> of national or regional priorities.</p>                           | <p>3. Зараз такі центри об'єднані у єдину скоординовану систему, що працює з різними програмами та є незалежною від національних або регіональних пріоритетів.</p>              |
| <p>4. These social services <b>engage</b> in work with <b>disabled</b> children, young families having problems, help prevent ills in youth communities etc.</p>                        | <p>4. Ці соціальні служби залучені до роботи з дітьми-інвалідами, молодими родинами, що мають проблеми.</p>   |
| <p>5. The numbers of staff are insufficient, and in the majority of cases they get little public financing which raises difficulties for running <b>full-fledged</b> programs aimed</p> | <p>5. Кількість персоналу недостатня, і у більшості випадків вони отримують маленьке громадське фінансування, що викликає труднощі для повноцінної роботи та завер-</p>         |

- at social adaptation and rehabilitation of socially **vulnerable** groups of children and families.
6. There is quite a number of social support institutions that were initiated and financed by international organizations, for example, a **refugee** centre opened recently in Kyiv.
7. Graduates with bachelor and specialist diplomas are further **entitled** to primary positions of social worker, public service specialist, social work inspector etc.
8. Among professional activity types that social workers engage in are the following: physical rehabilitation specialist, social defense specialist, specialist on aiding disadvantage families, specialist on
- шення програм, націлених на соціальну адаптацію і відновлення соціально вразливих груп дітей і родин.
6. Існує ряд установ соціальної підтримки, які були відкриті та фінансуються міжнародними організаціями, наприклад, центр біженців, що відкрився нещодавно в Києві.
7. Випускники з дипломами бакалавра і фахівця уповноважені працювати, по-перше, соціальними працівниками, фахівцями громадських служб, соціальними соціальними інспекторами тощо.
8. Серед професійних типів діяльності, до яких залучаються соціальні працівники, є наступні: фахівець з фізичної реабілітації, фахівець соціального захисту, фахівець з допомоги потер-

aiding disadvantaged families,  
specialist on **pecuniary aid**  
for children, employment  
specialist, and others.

пілим родинам, фахівця з  
грошової допомоги для  
дітей, фахівець з праце-  
влаштування, і інші.

## UNIT 4

### Lesson 2

*The theme: Social work in Ukraine.*

**1. Cover the left side of exercise 7 Unit 3 Lesson 1 and translate the sentences as quickly as possible.**

**2. Ask each other:**

- What was the aim of the first public social services for youth?
- What kinds of social services work do you know?
- What problems have the social services got?
- Where can graduates with bachelor and specialist diplomas work?
- What types of professional activity do you know?

**3. Read and translate the following text.**

Experience of developed Western countries certifies that social work that solves the sharpest social problems, differentiates,

enriches, actively assists the realization of powerful forces and creative personality potential and also promotes the support for social and political stability in any society.

The whole idea and concept of social work was introduced to Ukraine in the 1990s. In 1991, the first public social services for youth were organized. They aimed **to ensure** conditions **facilitating** positive social **adjustment** of young people. **Initially**, social services for youth were mostly directed at organization of mass youth-orientated events, telephone **emergency** services, etc. As of now such centers operate in every region and district all over Ukraine, and are united into a single co-ordinate network running various programs **irrespective** of national or regional priorities. These social services **engage** in work with **disabled** children, young families having problems, help prevent ills in youth communities, etc. The numbers of staff are insufficient, and in the majority of cases they get little public financing which raises difficulties for running **full-fledged** programs aimed at social adaptation and rehabilitation of socially **vulnerable** groups of children and families.

One of the most successful examples of social work with people with mental health problems in Ukraine is today the activities of The Center for Medical and Social Rehabilitation, that was officially unveiled in Kyiv in October, 2001.

Currently, there is quite a number of social support institutions that were initiated and financed by international organizations (for

example, a **refugee** centre opened recently in Kyiv by the UN High Commissioner for refugees; and the system of crisis centers on domestic violence and trafficking in women prevention, «A Woman for a Woman» opened by the Win-rock International with support from the US Agency of International Development).

Over the last decade, numerous faculties, departments and schools of social work specializing in training social pedagogues have been opened. The training of social workers is now provided by more than 50 educational establishments of different types and forms of ownership, in particular at the National University «Kyiv-Mohyla Academy», the Uzhhorod National University, The Open International University of Human Development «Ukraine», The Interregional Academy of Personnel Management, The Academy of Labor and Social Relationships, at the Kyiv National Shevchenko University with the pedagogical college, the University of Donetsk, the Drahomanov Ukrainian National Pedagogical University, the University of Zaporizhzhia, etc. Even the Kyiv Polytechnic School that traditionally trains engineers has already introduced a social work course.

Higher educational training (4-6 years) provides the possibility to further engage in educational-pedagogical activity and research. Besides, according to the State Register of professions and the State Classifier of activity types, graduates with bachelor and specialist diplomas, while getting the profession of social work specialist, are further **entitled** to primary positions

of social worker, public service specialist, inspector, social work inspector, social assistance inspector, pension payment inspector, social pedagogue, rehabilitation teacher, consultant, methodologist, pedagogue, etc. Among professional trade-names of activity types that social workers engage in are the following: physical rehabilitation specialist, social amenities organizing specialist, social defense specialist, specialist on aiding disadvantaged families, specialist on **pecuniary aid** for children, employment specialist, and others.

**4. Find in the text the passages proving that:**

- a) social work solves the sharpest social problems;
- b) the whole idea and concept of social work was introduced to Ukraine in the 1990s;
- c) there is quite a number of social support institutions that were initiated and financed by international organizations;
- d) graduates with bachelor and specialist diplomas, while getting the profession of social work specialist, are further entitled to primary positions of social worker.

**5. Write what you know about social work in Ukraine.**

**6. Share with your partner the information received from the text.**

(Use the words: *Do you know that... It's interesting that... I can tell you that... and other.*) For example: I can tell you that

among professional trade-names of activity types that social workers engage in is physical rehabilitation specialist. Do you know some more activity types?

**7. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

## **UNIT 4**

### **Lesson 3**

*The theme: Social work in Ukraine.*

**1. Render the content of the text 3 Unit 3 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about the social work in Ukraine.**

**3. Ask each other:**

- Is there a number of social support institutions that were initiated and financed by international organizations?

- Does the higher educational training provide the possibility to further engage in educational-pedagogical activity and research?

- When were the first public social services for youth organized?

- What does the experience of developed Western countries certify?

- What have been opened in the social work sphere over the last decade in Ukraine?

#### **4. Discuss the information:**

- Now you know that the experience of developed Western countries certifies that social work that solves the sharpest social problems, differentiates, enriches, actively assists the realization of powerful forces and creative personality potential and also promotes the support for social and political stability in any society.

- You also know that higher educational training provides the possibility to further engage in educational-pedagogical activity and research.

- You have already known that graduates with bachelor and specialist diplomas, while getting the profession of social work specialist, are further entitled to primary positions of social sphere.

In the following text you will get know more information about the social work in Ukraine.

#### **5. Listen to the lecture and answer the questions.**

In Ukraine today under social formation of youth understand quantitative and qualitative changes in this demographic group. Formation of citizenship as an integrated value orientation has become the leading task of youth socialization process. The

leading national social task is to develop such values as patriotism, humanism, tolerance, conscience, honor, love, friendship, hard work (common language, thinking, geographical conditions, religious beliefs traditions, customs, education, art, literature, etc.)

Experience of developed Western countries certifies that social work that solves the sharpest social problems differentiates, enriches, actively assists the realization of powerful forces and creative personality potential and also promotes the support for social and political stability in any society.

The whole idea and concept of social work was introduced to Ukraine in the 1990s. In 1991, the first public social services for youth were organized. They aimed **to ensure** conditions **facilitating** positive social **adjustment** of young people. **Initially**, social services for youth were mostly directed at organization of mass youth-orientated events, telephone **emergency** services, etc. As of now such centers operate in every region and district all over Ukraine, and are united into a single co-ordinate network running various programs **irrespective** of national or regional priorities. These social services **engage** in work with **disabled** children, young families having problems in relationships, help prevent ills in youth communities, etc. The numbers of staff are insufficient, and in the majority of cases they get little public financing which raises difficulties for running **full-fledged** programs aimed at social adaptation and rehabilitation of socially **vulnerable** groups of children and families.

One of the most successful examples of social work with people with mental health problems in Ukraine is today the activities of The Center for Medical and Social Rehabilitation, that was officially unveiled in Kyiv in October, 2001.

Currently, there is quite a number of social support institutions that were initiated and financed by international organizations (for example, a **refugee** centre opened recently in Kyiv by the UN High Commissioner for refugees; and the system of crisis centers on domestic violence and trafficking in women prevention, «A Woman for a Woman» opened by the Win-rock International with support from the US Agency of International Development).

Over the last decade, numerous faculties, departments and schools of social work specializing in training social pedagogues have been opened. The training of social workers is now provided by more than 50 educational establishments of different types and forms of ownership, in particular at the National University «Kyiv-Mohyla Academy», the Uzhhorod National University, The Open International University of Human Development «Ukraine», The Interregional Academy of Personnel Management, The Academy of Labor and Social Relationships, at the Kyiv National Shevchenko University with the pedagogical college, the University of Donetsk, the Drahomanov Ukrainian National Pedagogical University, the University of Zaporizhzhia, etc. Even the Kyiv Polytechnic School that traditionally trains engineers has already introduced a social work course.

Higher educational training (4-6 years) provides the possibility to further engage in educational-pedagogical activity and research. Besides, according to the State Register of professions and the State Classifier of activity types, graduates with bachelor and specialist diplomas, while getting the profession of social work specialist, are further **entitled** to primary positions of social worker, public service specialist, inspector, social work inspector, social assistance inspector, pension payment inspector, social pedagogue, rehabilitation teacher, consultant, methodologist, pedagogue, etc. Among professional trade-names of activity types that social workers engage in are the following: physical rehabilitation specialist, social amenities organizing specialist, social defense specialist, specialist on aiding disadvantaged families, specialist on **pecuniary aid** for children, employment specialist, and others.

Social work formation as a professional kind of activity, as a science and a subject keeps developing in Ukraine today. The number of educational establishments training specialists in the area of social work gradually increases. A multi-level system of social workers training has been set, as the demand for highly skilled specialists increases.

There are three ways of social work nowadays:

- Organizing services for people in need.
- Controlling people who cause problems for others.
- Looking critically at society.

These three models require different skills. But there is no reason why these three approaches cannot be combined in one person or one job. That depends on the personality and skills of the individual and the structure of the job. All societies create anomalies. Some people are always excluded from benefits because they do not fit the current criteria. Societies draw boundaries and define who is in and who is out. Problems arise in many spheres of life: marriages break down; parents and children quarrel; children fail to develop normally; or they do badly at school; people have accidents; or fall ill; cannot find work; or get involved in lying and stealing and lose their friends. Often these jobs began as a voluntary initiative, by some individual who saw a problem more clearly than other people, and just began to work. Later, when the role was more clearly defined, it was taken over by the state. It was created a single State Social Department, Social Service for Family, Children and Youth, or Centrals of Social Services, in all our local authorities.

Nowadays there are 1700 social centers and more than 3900 specialized units in Ukraine. They provide services to children, families and youth. Agencies for family social support, agencies working with drug edicts, agencies providing social services for students, information centers, and schools for volunteers, consulting centers in hospitals, mobile consulting centers, and telephone emergency service are among them.

## **6. Answer the following questions.**

- a) What is one of the most successful examples of social work with people with mental health problems in Ukraine?
- b) What are the ways of social work nowadays?
- c) Does the success in social work depend on the personality and skills of the individual and the structure of the job?
- d) Do you know some social centers or specialized units in Ukraine?
- e) What is the importance of such centers?

## **7. Prove that:**

- Social work enriches, actively assists the realization of powerful forces and creative personality potential and also promotes the support for social and political stability in any society.
- The whole idea and concept of social work was introduced to Ukraine in the 1990s.
- Social work formation as a professional kind of activity, as a science and a subject keeps developing in Ukraine today.

## **8. Write an essay about social work in Ukraine.**

## **9. Home task.**

- a) Prepare for the retelling of the content of the lecture «*Social work in Ukraine*» (use the questions if you need)

b) Find some additional information in the Internet about social work in Ukraine and be ready to represent it.

## UNIT 5

### Lesson 1

*The theme: Abraham Maslow.*

**1. Listen to the additional information about social work in Ukraine.**

**2. Give the additional information about social work in Ukraine.**

**3. Object the following statements:**

- Social work is only aimed to help the disabled people.

- The whole idea and concept of social work was introduced to Ukraine in the 18<sup>th</sup> century.

- There is no development of social work in Ukraine today.

### Vocabulary

*to treat*  
*to raise*  
*generation*  
*awkward*  
*to get along with*  
*an editor*  
*to drop out*  
*due to*  
*re-enrolled*  
*to investigate*  
*to award*  
*a mentor*  
*to urge*  
*to acknowledge*  
*mental*  
*hierarchy of needs*

**4. Read the words with their translation. Pay attention to the spelling of these words.**

1. hierarchy of needs ['haɪ(ə)rɑ:kɪ əv ni:dz] – ієрархія потреб

2. to treat [tri:t] – 1) поводитися; ставитися 2) обробляти, піддавати дії (with) 3) лікувати (від чогось – for; чимсь –

- with) 4) трактувати 5) пригощати, частувати (to) ; запросити до театру тощо (to) 6) мати справу, проводити переговори (з кимсь – with; про щось – for)
3. to raise [reɪz] – 1) піднімати to raise one's glass to smb.'s health – пити за чиєсь здоров'я 2) ставити, порушувати (питання) 3) споруджувати (будинок тощо) 4) вирощувати (рослини); розводити (худобу); ростити, виховувати (дітей) 5) добувати 6) виховувати; вирощувати
  4. generation [dʒenə'reɪʃ(ə)n] – 1) покоління; генерація; rising generation – молоде покоління 2) рід, потомство 3) утворення (пари) ; генерування (енергії) ; виробництво (струму) 4) породження, зародження
  5. awkward ['ɔːkwəd] – 1) незграбний 2) незручний; скрутний; ніяковий
  6. to get along [ə'lɒŋ] with – 1) жити, поживати 2) справлятися (з чим-небудь)
  7. an editor ['edɪtə] – редактор
  8. to drop out [drɒp] – 1) зникати 2) пропускати, не включати
  9. due to [djuː] – завдяки, через те, що
  10. re-enrolled ['riːn'rəʊld] – перезареєстрований; наново завербований; ще раз прийнятий на військову службу
  11. to investigate [ɪn'vestɪgeɪt] – 1) досліджувати; вивчати 2) розслідувати 3) стежити
  12. to award [ə'wɔːd] – 1) присуджувати (щось) 2) нагороджувати (чимсь)

13. a mentor ['mentə] – 1) наставник; вихователь 2) керівник; ментор
14. to urge [з:ɔʒ] – 1) примушувати, підганяти; спонукати, підбурювати (on, upon) 2) переконувати; наполягати 3) набридати, надокучати 4) форсувати
15. to acknowledge [ək'nɒlɪdʒ] – 1) усвідомлювати; визнавати, припускати 2) бути вдячним (за щось); винагороджувати (за послугу) 3) підтверджувати
16. mental ['mentl] – 1) розумовий 2) мислений, у думці 3) психічний

- 5. a) Read the word combinations and sentences; translate them into Russian;**
- b) Make up sentences with the words in bold type and write them down.**

**Hierarchy of his needs**, hierarchy of courts, hierarchy of rights. First you should develop the hierarchy of your needs, and then we will discuss it. Tell me about the hierarchy of rights in Greece. The hierarchy of needs is a very important social question.

**To treat** kindly, to treat with respect, to treat brutally, to treat for peace, to treat a prisoner with humanity. The key position of humanism is to treat all people the same way. This book treats of poetry, I like it so much. Peter was treated according to his desert. How is the world treating you? – Thank you, everything is alright.

**To raise** the window, to raise the price, to raise taxes, to raise a question, to raise a bridge, to raise dust, to raise money. Social teacher can't raise his voice in difficult situations. I raise my glass to your health! The government promised to raise the standards of living for everyone.

To bring up new **generation**, from generation to generation, the rising generation, to belong to a generation. The coming generation will know the computers better when we do. This generation has more experience in social initiatives. I'm proud to know the generation of those who made the World War II victory.

To have an **awkward** opinion, to emphasize an awkward situation, to have an awkward style in writing. It isn't awkward at all for me to receive the letters at the post office. I feel awkward in such situations when I can't tell the truth.

**To get along** with children, to get along well, to get along with the situation, not to get along with upbringing. How do you get along at your new job? – Thank you, everything's OK. Well, I'll be getting along, see you soon.

An associate **editor**, to debate with an editor, to become a chief editor, to work together with this famous editor. There is a very interesting film with famous Meryl Streep about the chief editor of one respectable magazine. The editor decided not to allow this article.

**To drop out** of the organization, to drop out of school, to drop out the scene, to drop out from that company. I really think how to

drop out of that company. Kelly's done her best to drop out of her husband's life. Don't drop out now, maybe the situation will change.

To be absent **due to** illness, a crime due to jealousy, to see badly due to poor sight, an awful shortcoming due to the negligence of workers. This situation ended successfully only due to our big efforts. Due to his hard work he managed to become a director of the enterprise at 27 years.

**Re-enrolled** at the university, re-enrolled soldiers, a re-enrolled law, an re-enrolled enactment. Last year in Russia all the stuff was re-enrolled in the police due to the reorganization. All members of the committee were re-enrolled to it.

**To investigate** society, to investigate an accident, to investigate the legality, to investigate circumstances. Police needed two months to investigate that terrible crime. To investigate the cases of espionage is the task of National Security Service. First investigate and then condemn.

**To award** a contract, to award a new sentence, to award a punishment, to award damage. Julia Roberts was awarded for Oscar nomination plenty of times. The scientific research must be very deep to be awarded a science degree. He was awarded a book as a prize.

A school **mentor**, the tone of a mentor, to find a new mentor, to present a mentor to the students. Social teacher shouldn't speak

like a mentor explaining something to children. Usually a mentor is a well-educated person with deep understanding of a subject.

**To urge** the actions, to urge these measures be taken, to urge the horses on. Usually the political opposition urges the overthrow of government. You needn't to urge this situation, it'll be decided soon.

**To acknowledge** responsibility, to acknowledge mistakes, to acknowledge one's guilt. When getting the recommended letter you must acknowledge the receipt of it. He acknowledged having done it. It couldn't be my fault, you yourself acknowledged it.

**Mental** power, mental work, mental disorder, mental health hospital. The doctor was ordered to define the mental state of the accused person. She was committed to a mental hospital. Criminalists should primary state the mental element in this terrible crime.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. The ... of your ... is too complex, think of it. 2. This game isn't interesting for me anymore, I ... of it. 3. The Academy ... Oscar only to commercially successful films. 4. I must send my article to ... till Monday. 5. My parents ... those measures be taken to decide the problem with my English. 6. Being ... to the school stuff he became to work as a social teacher. 7. Social teacher should ... children as his friends. 8. Being in a poor ...

condition Tom decided to have a little rest. 9. Now, when I'm older, I ... with my parents well. 10. Having acquaintance with our new ... I liked him very much. 11. We can decide this problem only ... to your professional qualities. 12. Don't ... this question now, let's think of it. 13. The new ... is very interesting to watch as it is much quicker than our. 14. His movements were ... and finally he broke the vase. 15. We will ... the situation and find the guilty. 16. You can ... your fault or not, but it's up to you to solve it.

### 7. Answer the following questions:

1. What do you know about famous people in sociological sphere?
2. Do you know some sociologists of 20<sup>th</sup> century?
3. What did they do for sociology?
4. In your opinion, should we study the history of sociology?

### 8. Read the following sentences paying attention to their translation.

- |   |   |
|---|---|
| 1. Abraham Harold Maslow was an American professor of psychology who founded humanistic psychology and created Maslow's <b>hierarchy of needs</b> . | 1. Абрахам Гарольд Маслоу був американським професором психології, який заснував гуманістичну психологію, створив ієрархію потреб Маслоу. |
|---|---|

2. He stressed the importance of focusing on the positive qualities in people as opposed to **treating** them as a bag of symptoms.
  3. Born and **raised** in Brooklyn, New York, Maslow was the oldest of seven children.
  4. His parents were first **generation** Jewish immigrants from Russia who were not intellectually oriented but valued education.
  5. Maslow described himself as shy and **awkward** during his childhood. He never **got along with** his mother, and actually developed a strong revulsion towards her.
  6. He went to Boys High School. Here, he served as
2. Він підкреслював важливість зосередження на позитивних якостях у людей, в протилежність розгляду їх як набору симптомів.
  3. Народившись та зростаючи у Брукліні, Нью-Йорку, Маслоу був найстаршим з семи дітей.
  4. Його батьки були з першого покоління єврейських іммігрантів з Росії, що не були інтелектуально орієнтовані, але цінували освіту.
  5. Маслоу описував себе як сором'язливого і незграбного хлопчика у дитинстві. Він ніколи не ладив з матір'ю, і, фактично, відчував відторгнення до неї.
  6. Він навчався у середній школі для хлопчиків. Там

the officer to many academic clubs, and became **editor** of the Latin Magazine.

7. After graduating from High School Maslow went to the City College of New York. He hated it and almost immediately **dropped out**. In 1927 he transferred to Cornell, but **due to** poor grades and the high cost of the education, he left after just one semester. He **re-enrolled** at City College and upon graduation went to graduate school at the University of Wisconsin to study psychology.
8. At Wisconsin he pursued a line of research which included, **investigating** primate dominance behavior.
9. He was **awarded** his master's degree in Psychology.

він був членом багатьох академічних клубів і став редактором Латинського Журналу.

7. Після здобуття вищої освіти Маслоу поступив до міського коледжу Нью-Йорка. Він його ненавидів і майже негайно покинув. У 1927 він був переведений до Корнелу, але через низьку ступінь і високу вартість освіти провчився тільки семестр. Він відновився в міському коледжі та по закінченні поступив до Університету Вісконсіна, щоб вивчати психологію.
8. У Вісконсіні він обрав лінію дослідження, яка вивчала домінуючу поведінку приматів.
9. Він отримав ступінь магістра психології. Пізніше,

Afterward, he was so ashamed of the thesis that he removed it from the psychology library and tore out its catalog listing.

10. In New York he found two more **mentors**, anthropologist Ruth Benedict and Gestalt psychologist Max Wertheimer, whom he admired both professionally and personally.

11. He **urged** people to **acknowledge** their basic needs before addressing higher needs. He wanted to know what constituted positive **mental** health.

він був так присоромлений своєю тезою, що він видалив її з бібліотеки психології і викреслив з каталогу.

10. У Нью-Йорку він знайшов ще двох наставників, антрополога Рут Бенедикт і гештальтпсихолога Макса Вертхаймера, якими він захопився як професійно, так і особисто.

11. Він переконав людей визнати їх основні потреби перед звертанням до вищих потреб. Він хотів знати, що значить позитивне розумове здоров'я.

## 9. Home task.

Cover the left side of exercise 7 Unit 5 Lesson 1 and translate the sentences as quickly as possible

## UNIT 5

### Lesson 2

*The theme: Abraham Maslow.*

**1. Cover the left side of exercise 7 Unit 5 Lesson 1 and translate the sentences as quickly as possible.**

**2. Ask each other:**

- Who was Abraham Harold Maslow?
- What is the main stream of his study?
- What was his way to become a well known scientist?
- Who did he find in New York?
- What did he urge people to acknowledge?

**3. Read and translate the following text.**

Abraham Harold Maslow was an American professor of psychology who founded humanistic psychology and created Maslow's **hierarchy of needs**. He stressed the importance of focusing on the positive qualities in people, as opposed to **treating** them as a bag of symptoms.

Born and **raised** in Brooklyn, New York, Maslow was the oldest of seven children. His parents were first **generation** Jewish immigrants from Russia who were not intellectually oriented but valued education. Maslow described himself as shy and **awkward**

during his childhood. He never **got along with** his mother, had bad relationships with her and actually developed a strong revulsion towards her. He went to Boys High School, one of the top high schools in Brooklyn. Here, he served as the officer to many academic clubs, and became **editor** of the Latin Magazine. He also edited *Principia*, the school's Physics paper,

After graduating from High School Maslow went to the City College of New York. In 1926 he began taking legal studies classes at night. He hated it and almost immediately **dropped out**. In 1927 he transferred to Cornell, but **due to** poor grades and the high cost of the education, he left after just one semester. He **re-enrolled** at City College and upon graduation went to graduate school at the University of Wisconsin to study psychology. At Wisconsin he pursued a line of research which included, **investigating** primate dominance behavior and sexuality. He was **awarded** his master's degree in Psychology. Afterward, he was so ashamed of the thesis that he removed it from the psychology library and tore out its catalog listing.

From 1937 to 1951, Maslow was on the faculty of Brooklyn College. In New York he found two more **mentors**, anthropologist Ruth Benedict and Gestalt psychologist Max Wertheimer, whom he admired both professionally and personally. These two were so accomplished in both realms and such «wonderful human beings» as well, that Maslow began taking notes about them and their behavior. Maslow was a professor at Brandeis University from

1951 to 1969, and then became a resident fellow of the Laughlin Institute in California. He died of a heart attack on June 8, 1970.

Maslow's thinking was original. Most psychologists before him had been concerned with the abnormal and the ill. He **urged** people **to acknowledge** their basic needs before addressing higher needs. He wanted to know what constituted positive **mental** health.

**4. Find in the text the passages proving that:**

a) Abraham Harold Maslow stressed the importance of focusing on the positive qualities in people, as opposed to treating them as a bag of symptoms;

b) Maslow described himself as shy and awkward during his childhood;

c) He pursued a line of research which included, investigating primate dominance behavior and sexuality;

d) He urged people to acknowledge their basic needs before addressing higher needs.

**5. Write what you know about Abraham Harold Maslow and his role in the development of social pedagogic.**

**6. Share with your partner the information received from the text.**

*(Use the words: **Do you know that... It's interesting that... I can tell you that... and other.**)* For example: Do you know that

Abraham Harold Maslow was awarded the master's degree in psychology?

**7. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

## **UNIT 5**

### **Lesson 3**

*The theme: Abraham Maslow.*

**1. Render the content of the text 3 Unit 5 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about Abraham Harold Maslow and his role in the development of social pedagogic.**

**3. Ask each other:**

- Who was Abraham Harold Maslow?
- What do you know about his childhood?
- What do you know about his study?
- What are the main features of his study?
- What can you tell about his mentors?

**4. Discuss the information:**

– Now you know that Abraham Harold Maslow was an American professor of psychology who founded humanistic

psychology and created Maslow's hierarchy of needs. He stressed the importance of focusing on the positive qualities in people, as opposed to treating them as a bag of symptoms.

– You also know that he was awarded his master's degree in Psychology. Afterward, he was so ashamed of the thesis that he removed it from the psychology library and tore out its catalog listing.

– You have already known that he urged people to acknowledge their basic needs before addressing higher needs. He wanted to know what constituted positive mental health. In the following text you will get know more information about Abraham Harold Maslow, his life and work.

## **5. Listen to the lecture and answer the questions.**

Abraham Harold Maslow (April 1, 1908 – June 8, 1970) was an American professor of psychology at Brandeis University, Brooklyn College, New School for Social Research and Columbia University who founded humanistic psychology and created Maslow's **hierarchy of needs**. He stressed the importance of focusing on the positive qualities in people, as opposed to **treating** them as a bag of symptoms.

Born and **raised** in Brooklyn, New York, Maslow was the oldest of seven children. His parents were first **generation** Jewish immigrants from Russia who were not intellectually oriented but valued education. Maslow described himself as shy and **awkward**

during his childhood. He never **got along with** his mother, and actually developed a strong revulsion towards her. He grew up in libraries and among books. It was here that he developed his love for reading and learning disciplines. He went to Boys High School, one of the top high schools in Brooklyn. Here, he served as the officer to many academic clubs, and became **editor** of the Latin Magazine. He also edited *Principia*, the school's Physics paper,

After graduating from High School Maslow went to the City College of New York. In 1926 he began taking legal studies classes at night. He hated it and almost immediately **dropped out**. In 1927 he transferred to Cornell, but **due to** poor grades and the high cost of the education, he left after just one semester. He **re-enrolled** at City College and upon graduation went to graduate school at the University of Wisconsin to study psychology. In 1928, he married his first cousin Bertha, whom he had met in Brooklyn years earlier and who was still in High School at the time. At Wisconsin he pursued a line of research which included, **investigating** primate dominance behavior and sexuality. Maslow, upon the recommendation of Professor Hulsey Cason wrote his master's thesis on «learning and reproduction of verbal material». He was **awarded** his master's degree in Psychology. Afterward, he was so ashamed of the thesis that he removed it from the psychology library and tore out its catalog listing.

He went on to further research at Columbia University, continuing similar studies; there he found another mentor in Alfred Adler, one of Sigmund Freud's early colleagues.

From 1937 to 1951, Maslow was on the faculty of Brooklyn College. In New York he found two more **mentors**, anthropologist Ruth Benedict and Gestalt psychologist Max Wertheimer, whom he admired both professionally and personally. These two were so accomplished in both realms and such «wonderful human beings» as well, that Maslow began taking notes about them and their behavior. This would be the basis of his lifelong research and thinking about mental health and human potential. He wrote extensively on the subject, borrowing ideas from other psychologists but adding to them his own experiences. Maslow became the leader of the humanistic school of psychology that emerged in the 1950s and 1960s, which he named the «third force» – beyond Freudian theory and behaviorism. In 1967, the American Humanist Association named him Humanist of the Year.

Maslow was a professor at Brandeis University from 1951 to 1969, and then became a resident fellow of the Laughlin Institute in California. He died of a heart attack on June 8, 1970.

Maslow's thinking was original. Most psychologists before him had been concerned with the abnormal and the ill. He **urged** people **to acknowledge** their basic needs before addressing higher needs. He wanted to know what constituted positive **mental** health. His humanistic psychology gave rise to different effective therapies.

## **6. Answer the following questions.**

a) What is one of the most successful events in Abraham Harold Maslow's life?

- b) What is the importance and the originality of his work?
- c) Was his way in the science easy?
- d) Do you think the research and thinking about mental health and human potential important? Why?

## **7. Prove that:**

- Abraham Maslow stressed the importance of focusing on the positive qualities in people, as opposed to treating them as a bag of symptoms.
- Maslow became the leader of the humanistic school of psychology.
- He urged people to acknowledge their basic needs before addressing higher needs.

## **8. Write an essay about Abraham Harold Maslow.**

## **9. Home task.**

- a) Prepare for the retelling of the content of the lecture «*Abraham Maslow*» (use the questions if you need)
- b) Find some additional information in the Internet about Abraham Harold Maslow and be ready to represent it.

## UNIT 6

### Lesson 1

#### *The theme: Lev Vygotsky*

**1. Listen to the additional information about Abraham Harold Maslow.**

**2. Give the additional information about Abraham Harold Maslow.**

**3. Object the following statements:**

– Abraham Maslow treated people as a bag of symptoms not focusing on their positive qualities.

– Maslow wasn't a big personality in psychology.

– He urged people to address higher needs before their basic needs.

**4. Read the words with their translation. Pay attention to the spelling of these words.**

1. cognitive [kɒg'nɪtɪv] – пізнавальний

2. diverse [daɪ'vɜ:s] – 1) інший, різний 2) різноманітний

3. imaginary [ɪ'mædʒ(ə)n(ə)rɪ] – 1) уявлюваний, уявний, нереальний; гаданий 2) уявний

#### Vocabulary

*cognitive*  
*diverse*  
*imaginary*  
*a desire*  
*astride of*  
*to pretend*  
*to determine*  
*to adopt*  
*to observe*  
*mediation*  
*to reach*

4. a desire [dɪ'zaɪə] – бажання
5. astride of [ə'straɪd] – 1) верхи 2) розставивши ноги
6. to pretend [prɪ'tend] – 1) прикидатися 2) вдавати, робити вигляд; симулювати 3) претендувати (на щось – to) 4) посилатися на щось, використовувати як привід
7. to determine [dɪ'tɜ:mɪn] – 1) визначати; встановлювати 2) вирішувати; примушувати 3) обмежувати 4) закінчуватися
8. to adopt [ə'dɒpt] – 1) усиновляти; удочеряти 2) приймати, засвоювати 3) запозичувати (слова з чужої мови) 4) вибирати, добирати, брати на вибір
9. to observe [əb'zɜ:v] – 1) спостерігати; стежити 2) вести наукові спостереження 3) примічати, помічати 4) зазначати; робити зауваження 5) дотримуватися (закону, звичаїв)
10. mediation [mi:di'eɪʃ(ə)n] – посередництво
11. to reach I [ri:tʃ] – 1) протягувати, витягувати 2) діставати; дотягуватися; брати 3) доїжджати до; добиратися до 4) передавати; подавати 5) діставатися, доходити 6) досягати, домагатися 7) простягатися 8) становити (суму) 9) застати, наздогнати 10) зв'язуватися (з кимсь, напр., по телефону) 11) зворушувати; впливати

- 5. a) Read the word combinations and sentences; translate them into Russian;**
- b) Make up sentences with the words in bold type and write them down.**

To bring up **cognitive** activity, cognitive actions, to work in the cognitive direction. This scientist makes a cognitive research in psychology. I think that his cognitive activity is very high.

**Diverse** options, for diverse reasons, diverse citizenship, diverse feelings. The diverse colors of this picture make it very positive. We have diverse opinion on this problem. Try to make one interesting work from those diverse parts.

An **imaginary** problem, an imaginary quantity, an imaginary profit, an imaginary importance. Don't live your imaginary life! All these troubles seem me imaginary. In his imaginary world everything is splendid.

To emphasize one's **desire**, to burn with desire, to satisfy one's desire. If there is a desire you may obtain a splendid result. We have a burning desire to work together. He has no desire any longer to speak to her.

**Astride** of a horse, astride (of) a chair, to get astride a road, to stand astride. She looked like a man being astride that big animal. It isn't very comfortable to go astride.

**To pretend** to be ill, to pretend indisposition, to pretend poverty, to pretend to have a split personality. I hate somebody pretending to be poorer than one is. She often pretends to be saint, but her actions tells the opposite.

**To determine** punishment, to determine a dispute, to determine the responsibility,, to determine the mental health of an individual. Being determines consciousness. He determined on

staying inspite of this uncomfortable situation. Ton received a panic letter from his sister, this determined him to act immediately.

**To adopt** a boy , to adopt a daughter, to adopt a motion, to adopt a resolution, to adopt at the second reading, to adopt citizenship We need to adopt another course of action in this situation. His duty is the control and verification of the fulfillment of adopted decisions. Nobody shall give the information to adopted children about their biological parents.

**To observe** the development of our society, to observe discipline, to observe a treaty, to observe upbringing, to observe the principles of justice. Allow me to observe the importance of the taken decision. One must observe the rules of the state he lives in.

**Mediation** of international disputes, mediation agreement, mediation argument, mediation in negotiations. In this work a problem of mediation mission is settled. It was terribly dangerous for him to participate in the mediation of war. The mediation process was very long but successful.

**To reach** one's hand across the table, to reach old age, to reach a decision, to reach a compromise. Reach me the mustard, please. The train reaches Kyiv at nine. Your letter reached me only yesterday.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. Your ... activity is too low, so you can't finish this research.
2. Not having their own children the families can ...

them. 3. Even the biggest problem can be decided through a ... of a specialist. 4. Don't ... to be cleverer than you are. 5. I like this dress very much. Look at its ... colors. 6. Every night you can ... myriads of stars in the sky. 7. Tom broke his leg being ... a camel in Egypt. 8. A social worker must ... the direction of his work just after finishing his study. 9. The ... universe of Tolkien seems to be wonderful to its fans. 10. You should formulate your ... more definitely. 11. This sprinter ... the finish first due to his splendid physical condition.

### 7. Answer the following questions:

1. Do you know the name of Lev Semyonovich Vygotsky?
2. What do you know about the notion of zone of proximal development?
3. What does it mean for sociology?
4. In your opinion, is there a link between psychology and culture?

### 8. Read the following sentences paying attention to their translation

- |   |   |
|---|---|
| 1. Lev Semyonovich Vygotsky worked at the Institute of Psychology investigating ideas about <b>cognitive</b> development. | 1. Лев Семенович Вигодський працював в Інституті Психології, де займався проблемами пізнавального розвитку. |
|---|---|

- |   |   |
|---|---|
| <p>2. Vygotsky's interests in the fields of developmental psychology, child development, and education were extremely <b>diverse</b>.</p>                   | <p>2. Інтереси Вигодського у сферах дослідницької психології, дитячого розвитку і освіти були надзвичайно різноманітні.</p> |
| <p>3. Play is such an explanation, <b>imaginary</b>, illusory realization of unrealizable <b>desires</b>.</p>   | <p>3. Гра – це таке пояснення, уявлення, ілюзорна реалізація нездійснених бажань.</p>                                       |
| <p>4. The child wishes to ride a horse but cannot, so he picks up a stick and stands <b>astride of</b> it, thus <b>pretending</b> he is riding a horse.</p> | <p>4. Дитина хоче їхати на коні, але не може, так вона бере палицю, і скаче верхи, прикидаючись, що їде на коні.</p>        |
| <p>5. Action according to rules begins to be <b>determined</b> by ideas, not by objects.</p>  | <p>5. Дії згідно правил починають визначатися ідеями, а не об'єктами.</p>   |
| <p>6. Another aspect of play is when children play house and <b>adopt</b> the roles of different family members.</p>  | <p>6. Інший аспект гри – це коли діти грають у будиночок і приймають ролі різних членів сім'ї.</p>                          |
| <p>7. Vygotsky <b>observed</b> how higher mental functions developed historically within particular cultural groups.</p>                                    | <p>7. Вигодський спостерігав, як вищі розумові функції розвивалися в межах специфічних культурних груп.</p>                 |
| <p>8. When a child stands at the</p>  | <p>8. Коли дитина стоїть на</p>   |

starting line of a running race, he may well desire to run immediately so as <b>to reach</b> the finish line first.	стартовій лінії перед перегонами, вона може мати бажання бігти негайно, щоб дістатися фінішу першим.
9. His psychology is often called a psychology of cultural <b>mediation</b> .	9. Його психологія часто називається психологією культурного посередництва.

## 9. Home task.

Cover the left side of exercise 7 Unit 6 Lesson 1 and translate the sentences as quickly as possible.

### UNIT 6

#### Lesson 2

*The theme: Lev Vygotsky.*

**1. Cover the left side of exercise 7 Unit 6 Lesson 1 and translate the sentences as quickly as possible.**

**2. Ask each other:**

- Who was Lev Vygotsky?
- What is the main stream of his study?
- What was his way to become a well known scientist?
- What did he think about games?
- Were his interests diverse?

### 3. Read and translate the following text.

Lev Semyonovich Vygotsky (November 17, 1896 – June 11, 1934) was a Soviet psychologist and the founder of cultural-historical psychology. He worked at the Institute of Psychology and other educational, research, and clinical institutions in Moscow, Leningrad, and Kharkov where he extensively investigated ideas about **cognitive** development.

Vygotsky's interests in the fields of developmental psychology, child development, and education were extremely **diverse**. He introduced the notion of zone of proximal development, to describe the potential of human cognitive development.

Less known is Vygotsky's research on play, or children's games, as a psychological phenomenon and its role in the child's development. Through play the child develops abstract meaning separate from the objects in the world, which is a critical feature in the development of higher mental functions.

The famous example Vygotsky gives is of a child who wants to ride a horse but cannot. If the child were under three, he would perhaps cry and be angry, but around the age of three the child's relationship with the world changes. Play is such an explanation, **imaginary**, illusory realization which reflects unrealizable **desires**. The child wishes to ride a horse but cannot, so he picks up a stick and stands **astride of** it, thus **pretending** he is riding a horse. Action according to rules begins to be **determined** by ideas, not by objects.

Another aspect of play that Vygotsky referred to was the development of social rules that develop, for example, when children play house and **adopt** the roles of different family members. The rules of behavior between them that go unnoticed in daily life are consciously acquired through play Vygotsky **observed** how higher mental functions developed historically within particular cultural groups. For example, when a child stands at the starting line of a running race, she may well desire to run immediately so as **to reach** the finish line first, but her knowledge of the social rules surrounding the game and her desire to enjoy the game enable her to regulate her initial impulse and wait for the start signal.

His psychology is often called a psychology of cultural **mediation**. The specific knowledge gained by children through different interactions also represented the shared knowledge of a culture.

#### **4. Find in the text the passages proving that:**

a) Vygotsky's interests in the fields of developmental psychology, child development, and education were extremely diverse;

b) Through play the child develops abstract meaning separate from the objects in the world, which is a critical feature in the development of higher mental functions;

c) Vygotsky observed how higher mental functions developed historically within particular cultural groups;

d) His psychology is often called a psychology of cultural mediation.

**5. Write what you know about Vygotsky's interests in the fields of developmental psychology and sociology.**

**6. Share with your partner the information received from the text.**

*(Use the words: Do you know that... It's interesting that... I can tell you that... and other.)* For example: Do you know that Vygotsky introduced the notion of zone of proximal development, to describe the potential of human cognitive development?

**7. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

## **UNIT 6**

### **Lesson 3**

*The theme: Lev Vygotsky.*

**1. Render the content of the text 3 Unit 6 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about Vygotsky's interests in the fields of developmental psychology and sociology.**

**3. Ask each other:**

- Who was Lev Vygotsky?

- What do you know about his life?
- What do you know about the direction of his researches?
- What are the key positions of his researches?
- What can you tell about a psychology of cultural mediation?

#### **4. Discuss the information:**

– Now you know that Lev Semyonovich Vygotsky worked at the Institute of Psychology investigating psychological disciplines and ideas about **cognitive** development.

– You also know that he researched on play, or children's games, as a psychological phenomenon and its role in the child's development.

– You have already known that his psychology is often called a psychology of cultural mediation. The specific knowledge gained by children through different interactions also represented the shared knowledge of a culture. In the following text you will get know more information about Lev Semyonovich Vygotsky, his life and social work.

#### **5. Listen to the lecture and answer the questions.**

Lev Semyonovich Vygotsky (November 17, 1896 – June 11, 1934) was a Soviet psychologist and the founder of cultural-historical psychology. Vygotsky was born in Orsha, in the Russian Empire (today in Belarus) into a nonreligious Jewish family. He was influenced by his cousin, David Vygotsky. He graduated from

Moscow State University in 1917. In the mid-1920s, he worked at the Institute of Psychology and other educational, research, and clinical institutions in Moscow, Leningrad, and Kharkov where he extensively investigated ideas about **cognitive** development. He died in 1934, at the age of 37, in Moscow of tuberculosis.

Vygotsky's interests in the fields of developmental psychology, child development, and education were extremely **diverse**. He introduced the notion of zone of proximal development, to describe the potential of human cognitive development. His work covered such diverse topics as the origin and the psychology of art, development of higher mental functions, philosophy of science and methodology of psychological research, the relation between learning and human development, concept formation, interrelation between language and thought development, play as a psychological phenomenon, the study of learning disabilities, and abnormal human development.

Vygotsky posited two types of psychological functioning: «natural», consisting of biological growth, both physical and cognitive development; and «cultural», consisting of learning to use psychological and cultural tools, including signs, symbols, and language. Both natural and cultural functioning act in a mutually facilitative integrated process. Whereas Jean Piaget (1896 – 1980), Vygotsky's Swiss contemporary, proposed that instruction should follow development, Vygotsky saw development and learning as acting together to create higher psychological functioning. He

suggested that learning and development are facilitated in a hypothetical region called the zone of proximal development. This region represents the distance between the child's independent cognitive ability and the child's potential with the help of an adult or more competent peer. Thus, the child's natural ability is expanded upon through learning and does not fully mature without instruction. For example, in *Thought and Language*, Vygotsky examined language, a socially acquired tool, and identified stages that begin with speech for the purpose of requests. This speech eventually becomes internalized into thought.

Less known is Vygotsky's research on play, or children's games, as a psychological phenomenon and its role in the child's development. Through play the child develops abstract meaning separate from the objects in the world, which is a critical feature in the development of higher mental functions.

The famous example Vygotsky gives is of a child who wants to ride a horse but cannot. If the child were under three, he would perhaps cry and be angry, but around the age of three the child's relationship with the world changes. Play is such an explanation, **imaginary**, illusory realization of unrealizable **desires**. The child wishes to ride a horse but cannot, so he picks up a stick and stands **astride of** it, thus **pretending** he is riding a horse. Action according to rules begins to be **determined** by ideas, not by objects. Another aspect of play that Vygotsky referred to was the development of social rules that develop, for example, when

children play house and **adopt** the roles of different family members. The rules of behavior between them that go unnoticed in daily life are consciously acquired through play. Vygotsky **observed** how higher mental functions developed historically within particular cultural groups. For example, when a child stands at the starting line of a running race, she may well desire to run immediately so as **to reach** the finish line first, but her knowledge of the social rules surrounding the game and her desire to enjoy the game enable her to regulate her initial impulse and wait for the start signal.

His psychology is often called a psychology of cultural **mediation**. The specific knowledge gained by children through different interactions also represented the shared knowledge of a culture. This process is known as internalization. Internalization can be understood in one respect as «knowing how».

## **6. Answer the following questions.**

- a) What were the two types of psychological functioning posited by Vygotsky?
- b) What is the importance and the originality of his work?
- c) What is the zone of proximal development?
- d) Do you think the process of internalization important? Why?
- e) How do you understand that action according to rules begins to be determined by ideas, not by objects.

## **7. Prove that:**

– Vygotsky's interests in the fields of developmental psychology, child development, and education were extremely diverse.

– Through play the child develops abstract meaning separate from the objects in the world, which is a critical feature in the development of higher mental functions.

– Vygotsky saw development and learning as acting together to create higher psychological functioning.

## **8. Write an essay about Lev Vygotsky.**

## **9. Home task.**

- a) Prepare for the retelling of the content of the lecture «*Lev Vygotsky*» (use the questions if you need)
- b) Find some additional information in the Internet about Lev Vygotsky and be ready to represent it.

## **UNIT 7**

### **Lesson 1**

*The theme: Family as a major factor of socialization*

**1. Listen to the additional information about Lev Vygotsky.**

**2. Give the additional information about Lev Vygotsky.**

### 3. Object the following statements:

– Vygotsky was only interested in the developmental psychology.

– The play is only the distraction for children.

– There is only one type of psychological functioning posited by Vygotsky.

### Vocabulary

<i>consanguinity</i>
<i>affinity</i>
<i>conjugal</i>
<i>nuclear</i>
<i>to trace</i>
<i>a repository</i>
<i>to wane</i>
<i>illegitimate</i>
<i>out-of-wedlock</i>
<i>equality</i>

### 4. Read the words with their translation. Pay attention to the spelling of these words.

1. consanguinity [kɒnsæŋ'gwɪnɪtɪ] – спорідненість
2. affinity [ə'fɪnɪtɪ] – 1) властивість 2) спорідненість, близькість; родова схожість (with, between) 3) привабливість; потяг
3. conjugal ['kɒndʒʊg(ə)l] – подружній; шлюбний
4. nuclear ['nju:kliə] – ядерний
5. to trace [treɪs] – 1) слідкувати, стежити (за кимсь, чимсь) ; вистежити 2) простежувати(ся); брати початок 3) роздивитися, розпізнати 4) вбачати, знаходити 5) креслити; старанно виписувати, виводити (слова, букви) 6) копіювати; знімати копію; калькувати 7) відновлювати розташування (розміри) (стародавніх споруд, пам'ятників тощо) 8) фіксувати, записувати (про кардіограф тощо) 9) прикрашати візерунками
6. a repository [rɪ'pɒzɪtrɪ] – 1) вмістилище; сховище; склад 2) довірена особа 3) склеп

7. to wane[weɪn] – 1) спадати, слабшати, меншати, зменшуватися 2) наближатися до кінця
8. illegitimate [ɪlɪ'dʒɪtɪmɪt] – 1) незаконний; нелегітимний 2) неправильний, неслухний; невиправданий (логічно і т.ін.) 3) незаконнонароджений
9. equality [ɪ'kwɒlətɪ] – рівність; рівноправність

**5. a) Read the word combinations and sentences; translate them into Russian;**

**b) Make up sentences with the words in bold type and write them down.**

A **consanguinity** of disciplines, a degree of consanguinity, a lineal consanguinity, a collateral consanguinity. Recently we've found a consanguinity of our souls, so we are going to live together. I don't think the family can be saved without a consanguinity of two persons.

An **affinity** card, a linguisti caffinity, elective affinity, a mutual affinity. We like the affinity of our children very much. It's too hard for me to feel the affinity with someone.

To bring up in a **conjugal** family, a conjugal property, conjugal relations, a conjugal visitation. The conjugal relationships are very important in our difficult life. Everyone should know the conjugal rights to build the real family.

A **nuclear** attack, a nuclear family, a nuclear incident, a nuclear insurance, a nuclear law. Nuclear power shall be treated

with great care. Tom works in nuclear safety fund. Nuclear security is the first and the most important task of each country. USA pretends to be the greatest nuclear state. The station was closed due to the nuclear threat. The use of nuclear weapons causes nuclear winter.

**To trace** a criminal, to trace a curve, to trace back this scientific work, to trace lost works of arts. Trace the word «cognitive» out of the dictionary. It's impossible to trace a source of this research.

A **repository** of coal, a famous repository, State Repository for Precious Metals. Try to find the commentary to this report in the scientific works repository. The repository of Mr. Smith will come in a minute.

**To wane** quickly, to wane away, to wane to a lower level, to wane like a moon. While watching the planets we can state that some of them are able to wax and wane. During the solar eclipse we see the Sun waning in the sky.

An **illegitimate** accident, an illegitimate upbringing, an illegitimate conviction, an illegitimate demonstration, an illegitimate drug, an illegitimate government. When we get an illegitimate income we must declare it. An illegitimate institution cannot present the correct papers

To emphasize **equality** of women and men in society, an equality before law, an equality in punishment. The Constitution gives the equality of opportunities and of rights for every citizen.

The equality of races is the key principle of humanism. Our equality under the law is stated in the criminal procedure legislation.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. The key principle of the relationship is the of two sides.
2. While studying the sociology try to work in of social researches.
3. Look at the Moon, it's beautiful.
4. It's interesting the way of building the family.
5. The scientists were very careful in their researches.
6. A of an internal world is the main point for building the relationship.
7. Every person must find to choose the sphere of life to work.
8. It's a very difficult task to build the life forever.
9. Ever action has very deep consequences, which may influence all the future life.

**7. Answer the following questions:**

1. Do you know how to classify family organization?
2. What do you know about functions of the family?
3. What does the word "family" mean for you?
4. In your opinion, are family and society connected with each other?

**8. Read the following sentences paying attention to their translation.**

- |  |  |
|--|--|
| <p>1. In human context, a family (from Latin: familia) is a group of people related by <b>consanguinity</b>, <b>affinity</b>, or co-residence.</p> <p>2. Anthropologists most generally classify family organization as matrilocal, <b>conjugal</b> (a wife, husband, and children, also called <b>nuclear family</b>) and consanguine.</p> <p>3. Genealogy is a field which aims <b>to trace</b> family lines through history.</p> <p>4. During industrialization, the family as a <b>repository</b> of warmth and tenderness stands in opposition to the competitive and aggressive world of commerce.</p> | <p>1. У людському контексті, родина від латинського: familia) – це група людей, зв'язаних єдинокровністю, спорідненістю, або спільним проживанням.</p> <p>2. Антропологи частіше за все класифікують устрій родини, як матрілокальний, подружній (дружина, чоловік та діти, що також зветься ядерна родина), і велику родину.</p> <p>3. Генеалогія – це галузь науки, яке прагне простежити за історією родини.</p> <p>4. Протягом індустріалізації, родина, як сховище теплоти і ніжності стоїть в опозиції до конкурентоздатного і агресивного світу торгівлі.</p> |
|--|--|

- |   |  |
|---|--|
| <p>5. The protective image of the family has <b>waned</b> in recent years as the ideals of family fulfillment have taken shape.</p> <p>6. Modern wisdoms say that the family structures of the past were superior to those today and families were more stable and happier at a time when they did not have to contend with problems such as <b>illegitimate</b> children and divorce.</p> <p>7. This is a great importance of communication and <b>equality</b> in families.</p> | <p>5. Захисне зображення родини ослабло останніми роками, оскільки родинні ідеали повністю змінили форму.</p> <p>6. Сучасні мудрі люди говорять, що устрої родини минулого часу були вищі за сьогоденні і родини були стійкіші і щасливіші, коли їм не доводилося боротися з такими проблемами, як позашлюбні діти і розлучення.</p> <p>7. Існує велика важливість спілкування та рівноправності у родині.</p> |
|---|--|

**9. Home task. Cover the left side of exercise 7 Unit 7 Lesson 1 and translate the sentences as quickly as possible.**

## UNIT 7

### Lesson 2

*The theme: Family as a major factor of socialization*

**1. Cover the left side of exercise 7 Unit 7 Lesson 1 and translate the sentences as quickly as possible.**

## 2. Ask each other:

- What is a family?
- What is the classification of family organization?
- Is there any difference in the image of the modern and ancient family?
- What is important to build a real family?

## 3. Read and translate the following text.

One of the primary functions of the family is to produce and reproduce persons, biologically and/or socially. However, producing children is not the only function of the family. In human context, a family (from Latin: familia) is a group of people related by **consanguinity**, **affinity**, responsibility or co-residence. Anthropologists most generally classify family organization as matrilineal (a mother and her children); **conjugal** (a wife, husband, and children, also called **nuclear** family); and consanguine (also called an extended family) in which parents and children co-reside with other members of one parent's family.

As a unit of socialization the family is the object of analysis for sociologists of the family. Genealogy is a field which aims **to trace** family lines through history. In science, the term «family» has come to be used as a means to classify groups of objects as being closely and exclusively related. In the study of animals it has been found that many species form groups that have similarities to human «family».

Contemporary society generally views family as a haven from the world, supplying absolute fulfillment. The family is considered to encourage intimacy, love and trust where individuals may escape the competition of forces in modern society. During industrialization, the family as a **repository** of warmth and tenderness (embodied by the mother) stands in opposition to the competitive and aggressive world of commerce (embodied by the father). The family's task was to protect against the outside world. The protective image of the family has **waned** in recent years as the ideals of family fulfillment have taken shape. Today, the family is more compensatory than protective. It supplies what is vitally needed but missing in other social arrangements.

Modern wisdoms say that the family structures of the past were superior to those today and families were more stable and happier at a time when they did not have to contend with problems such as **illegitimate** children and divorce. Times have changed; it is more acceptable and encouraged for mothers to work and fathers to spend more time at home with the children. The way roles are balanced between the parents will help children grow and learn valuable life lessons. This is a great importance of communication and **equality** in families.

#### **4. Find in the text the passages proving that:**

a) Contemporary society generally views family as a haven from the world, supplying absolute fulfillment;

b) One of the primary functions which family reflects is to produce and reproduce persons;

c) As a unit of socialization the family is the object of analysis for different sciences;

d) Today, the family is more compensatory than protective.

**5. Write what you know about the sociological view of the family.**

**6. Share with your partner the information received from the text.**

*(Use the words: Do you know that... It's interesting that... I can tell you that... and other.)* For example: I can tell you that producing children is not the only function of the family ...etc.

**7. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

## UNIT 7

### Lesson 3

*The theme: Family as a major factor of socialization.*

**1. Render the content of the text 3 Unit 7 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about the sociological view of the family.**

**3. Ask each other:**

– What is genealogy?

- What does it happen to the image of the family in recent years?
- What is it «a family» in human context?
- What is of great importance in the family?
- How do the anthropologists most generally classify family organization?

#### **4. Discuss the information:**

- Now you know that producing children is not the only function of the family.
- You also know that as a unit of socialization the family is the object of analysis for many sciences of holistic education.
- You have already known that the family structures of the past were superior to those today. In the following text you will get know more information about sociological view of the family.

#### **5. Listen to the lecture and answer the questions.**

The purpose of socialization – to help the person to survive in the public stream of crises and revolutions – environmental, energy, media, computer, etc., to master the experience of older generations, to understand their calling, find their own place in society. Ukraine has a Family Code, which clearly defined rights of family members who, along with the law of social work and social standards strengthens the base of social and educational work with families. One of the primary functions of the family is

to produce and reproduce persons, biologically and/or socially. However, producing children is not the only function of the family: in modern societies with a sexual division of labor, marriage, and the relationship between two people, it is necessary for the formation of productive household. In human context, a family (from Latin: familia) is a group of people related by **consanguinity**, **affinity**, or co-residence. In most societies it is the principal institution for the socialization of children. Anthropologists most generally classify family organization as matrilineal (a mother and her children); **conjugal** (a wife, husband, and children, also called **nuclear** family); and consanguine (also called an extended family) in which parents and children co-reside with other members of one parent's family.

There are also concepts of family that break with tradition within particular societies. As a unit of socialization the family and family relationships are the objects of analysis for sociologists of the family. Genealogy is a field which aims **to trace** family lines through history. In science, the term «family» has come to be used as a means to classify groups of objects as being closely and exclusively related. In the study of animals it has been found that many species form groups that have similarities to human «family». Sexual relations among family members are regulated by rules concerning incest such as the incest taboo.

Contemporary society generally views family as a haven from the world, supplying absolute fulfillment. The family is

considered to encourage intimacy, love and trust where individuals may escape the competition of forces in modern society. During industrialization, the family as a **repository** of warmth and tenderness (embodied by the mother) stands in opposition to the competitive and aggressive world of commerce (embodied by the father). The family's task was to protect against the outside world. The protective image of the family has **waned** in recent years as the ideals of family fulfillment have taken shape. Today, the family is more compensatory than protective. It supplies what is vitally needed but missing in other arrangements of social work.

Modern wisdoms say that the family structures of the past were superior to those today and families were more stable and happier at a time when they did not have to contend with problems such as **illegitimate** children and divorce. There is no golden age of the family in the far back historical past. Conditions that are considered characteristics of modern times existed in the past as well.

Still others argue that whether or not we view the family as «declining» depends on our definition of «family». The high rates of divorce and out-of-wedlock births indicate a decline in the institution of the family. No longer are marriages arranged for political or economic gain, and children are not expected to contribute to family income. Instead, people choose mates based on love. This increased role of love indicates a societal shift toward emotional relationships within a family, and this shift necessarily weakens the institution of the family.

Times have changed; it is more acceptable and encouraged for mothers to work and fathers to spend more time at home with the children. The way roles are balanced between the parents will help children grow and learn valuable life lessons. This is a great importance of communication and **equality** in families.

**6. Answer the following questions.**

- a) What is the sociological point of view on the family?
- b) What is the importance of family for you?
- c) What is the equality in the family?
- d) Do you think the building of the family an easy work?

Why?

- e) How does the contemporary society generally view family?

**7. Prove that:**

- In modern societies with a sexual division of labor, marriage, and the relationship between two people, the family is necessary for the formation of productive household.

- The family is considered to encourage intimacy, love and trust where individuals may escape the competition of forces in modern society.

- The way roles are balanced between the parents will help children grow and learn valuable life lessons.

**8. Write an essay about the sociological view of the family.**

**9. Home task.**

a) Prepare for the retelling of the content of the lecture «*The sociological view of the family*» (use the questions if you need)

b) Find some additional information in the Internet about the sociological view of the family and be ready to represent it.

## UNIT 8

### Lesson 1

*The theme: Deviant behaviour as a form of social disadaptation.*

**1. Listen to the additional information about the sociological view of the family.**      **Vocabulary**

**2. Give the additional information about the sociological view of the family.**

**3. Object the following statements:**

- contemporary society views family as twenty years ago;
- the only function of the family is a reproductive function;
- family is only a sociological notion;
- one may live happily without a family.

<p><i>predictable behavior generation violation definition acceptable to violate to deal with similarly tackle environment to display rebellious recognition frustration punishment</i></p>
---

**4. Read the words with their translation. Pay attention to the spelling of these words.**

1. predictable [prɪ'dɪktəbl] – передбачуваний
2. behaviour [bɪ'heɪvɪə] – 1) поведінка, манери 2) режим (роботи)
3. generation [ˌdʒenə'reɪʃ(ə)n] -1) покоління; генерація 2) рід, потомство 3) утворення (пари) ; генерування (енергії); виробництво (струму) 4) породження, зародження
4. violation [ˌvaɪə'leɪʃ(ə)n] – 1) порушення, ламання 2) паплюження 3) скривдження; насильство; згвалтування
5. definition [ˌdefɪ'nɪʃ(ə)n] – 1) визначення 2) чіткість, виразність
6. acceptable [ək'septəbl] 1) прийнятний, правомірний 2) бажаний, жаданий; приємний
7. to violate ['vaɪəleɪt] – 1) порушувати, ламати (закон, дисципліну, присягу) 2) паплюжити, поганити (могилу, святиню і т.д.) 3) силувати, примушувати; гвалтувати 4) вдиратися, вторгатися
8. to deal with [di:l] – 1. (i dealt) 1) завдавати (удару) 2) розподіляти, роздавати; наділяти (deal out) 3) поводитися, обходитися (з кимсь – with, by) 4) торгувати (чимсь – in) 5) спілкуватися, мати справу (з – with) 6) вести справу; розглядати питання
9. similarly ['sɪmɪləli] – так само, у такий самий спосіб

10. to tackle [tæk(ə)l] – 1) закріплювати снастями 2) схопити, намагатися утримати 3) енергійно братися (до чогось); займатися (чимсь) 4) намагатися переконати (когось) 5) перехоплювати, відбирати (м'яч у футболі)
11. environment [In'vai(ə)rənmənt] – 1) оточення; середовище 2) навколишнє середовище, довкілля
12. to display [dis'pleɪ] – 1) виставляти, показувати, демонструвати 2) виявляти 3) хвастати, виставляти напоказ 4) вивішувати (прапор) 5) виділяти жирним (іншим) шрифтом
13. rebellious [rɪ'beljəs] – 1) бунтарський, бунтівний, заколотний; повстанський 2) упертий, запеклий; що не піддається лікуванню (про хворобу) 3) недисциплінований; неслухняний
14. recognition [,rekəg'nɪʃ(ə)n] – 1) упізнавання, розпізнавання 2) визнання; схвалення 3) офіційне визнання (незалежності й суверенітету країни)
15. frustration [frʌ'streɪʃ(ə)n] – 1) розлад (планів) , крах (надій) 2) розчарування; фрустрація; невіра у свої сили punishment ['pʌnɪʃmənt] – 1) кара, покарання 2) стягнення 3) суворе (грубе) поводження

**5. a) Read the word combinations and sentences; translate them into Russian;**

**b) Make up sentences with the words in bold type and write them down.**

A **predictable** situation, to have a predictable opinion, to get a predictable result, a predictable order of things. I'm not a

predictable person, because I always have different points of view. This position is predictable; I've told you recently about it.

To control the **behavior**, the eccentric behavior, the aberrant behavior, the abnormal behavior, accepted standards of behavior, accidental behavior, addictive behavior, antisocial behavior. One of the biggest social problem is the children with deviant behavior. It's rather a rather complicate task to study group behavior. You should act in a manner that will not influence the children' behavior.

Our **generation**, the rising generation, to belong to a generation, to discover new generation. The conflict of generations couldn't be decided being a common thing in almost every family. The teacher should try to understand new generation in order to be a friend of his pupils.

A **violation** of labor laws, a violation of traffic rules, to classify violation at law, to constitute a serious violation, a criminal violation. The commission have found a serious financial violation in the bank's work. The grave violation of freedom took place in some Asian countries last year. The safety violation is dangerous while working with the machines.

A **definition** of crime, an accepted definition, a broad definition, to make changes in definition, to find the description by definition. The teacher asked to give an exact definition of social work. You should narrow a definition to find the word in the dictionary. The legislative definition is necessary to know the rights of children.

An **acceptable** condition, an acceptable damage, constitutionally acceptable laws, a conventionally acceptable organization, legally acceptable rights. We have signed the mutually acceptable convention in May. Your words are not acceptable as an excuse of your actions. This document could be acceptable as a justification of your work.

To **violate** obligations, to violate a contract, to violate a law, to violate an agreement, to violate a rule. Don't violate a right of a child to be loved and observed. To violate human rights is an anti-constitutional acting. I'm so sorry to violate your feelings.

To **deal with** well, to deal a blow, to deal brutally, to deal harshly with dissidents. This problem is too easy for me to deal with. During the debates you have to deal with the attacks of your opponents. He is a kind person, he dealt generously by me.

**Similarly** obtained data, the decision similarly taken, similarly presented work. He plastered them with praise to be similarly be plastered in turn. Nobody expects to move the bridge by ten meters after it has been built. Similarly nobody can expect our product to perform different tasks after we put it on. This new novel is similarly named with the old one.

To **tackle** a difficulty, to tackle a problem, to tackle creative tasks, to tackle literature. I'll tackle him about it. I don't know how to tackle it. Thanks for the updated report. I will tackle it shortly. You should tackle the postscript first.

**Environment** pollution, environment protection, legislation environment-oriented, abuse of environment. Social environment

is very important for children of a certain age. The economic environment influence the economical situation in every country. Damage to environment is caused by the pollution.

To **display** a self-trust, to display settings, to have a courage to display, to display power, to display negligence. To display the wealth isn't a sign of your good intentions. They displayed their attitude to the situation by their acts. The information was clearly displayed on the monitor.

**Rebellious** masses, to be rebellious against lawful authority, a rebellious child, rebellious hair. The reason of every revolutionary situation is in rebellious people. She's got a lot of problems because of her rebellious temperament. A big social problem of the family is when the father is always drunk and rebellious.

According of **recognition**, a collective recognition, a concerted recognition, a diplomatic recognition. Legal recognition of this state took place in 1856. The recognition of a new method is the goal of this scientific work. A big problem is in the recognition of borders between these two countries.

The **frustration** of adventure, the frustration of contract, the creative frustration, the frustration of efforts. It's very difficult to learn to empathize with frustration. The last elections were the biggest political frustration of last ten years.

An additional **punishment**, an administer punishment, to award a punishment, to avoid punishment, a conditional punishment, a criminal punishment system, a degree of

punishment. The criminal easily escaped from punishment. The extent of punishment must be correlated with the fault of a person. A fear of punishment doesn't allow the child to act as it likes.

**6. Fill in the gaps with the relevant words, using the vocabulary of the lesson.**

1. This is a ...situation; I know how I should act. 2. We know how to ... with difficulties. 3. I can see human rights ...in this law. 4. The protection of ...is the task of every person. 5. Don't ... your force; just try to talk to your friend. 6. Social teacher could help a child to avoid wrongful .... 7. The voice... is sometimes impossible when you are ill. 8. It took a lot of time to ... my son to put on a cap. 9. Every person belongs to some .... 10. Can you give a more precise... of this notion? 11. This exercise could be done ... to the previous. 12. I'm sure we could find an ... compromise in this difficult question. 13. The aim of his research was the ... of opponents in this sphere, wasn't it? 14. Speaking with ... teenagers is the most important part of social teacher's work. 15. I work with some people who ... the professional ethics. 16. The child must feel itself free from ... for acting in his own way.

**7. Answer the following questions:**

1. Do you ever meet some people with deviant behavior?
2. What do you know about deviations?

3. What can we do to avoid the deviant behavior?
4. In your opinion, are such people dangerous?

**8. Read the following sentences paying attention to their translation.**

- |   |   |
|---|---|
| <p>1. Deviance in a sociological context describes actions or types of <b>behavior</b> that <b>violate</b> cultural norms as well as informal <b>violations</b> of social norms.</p> <p>2. Norms are the specific behavioral standards, ways in which people are supposed to act, paradigms for <b>predictable</b> behavior in society. They vary from class to class, from <b>generation</b> to generation.</p> <p>3. Deviance can be described as a violation of these norms. This <b>definition</b> can be interpreted in many different ways.</p> | <p>1. Девіантність в контексті соціології описує дії або типи поведінки, що порушують культурні норми, а також неформальні культурні норми.</p> <p>2. Норми – це специфічні поведінкові стандарти, способи, якими передбачається люди повинні діяти згідно з системою передбачуваної поведінки в суспільстві. Вони варіюються від класу до класу, від покоління до покоління.</p> <p>3. Девіантність може бути охарактеризована як порушення цих норм. Це визначення може інтерпретуватися різними способами.</p> |
|---|---|

4. A deviant act can be **acceptable** in one society or culture that breaks a social norm there, but may be considered normal for another culture and society.
  5. We learn **to deal with** every sort of person. **Similarly** we too come across children in our lives.
  6. Parents should be very careful while **tackling** with this type of children – deviant children. However peaceful **environment** can be maintained, if following points are kept in mind.
  7. Parents being elder and experienced should always **display** emotions of self control before their teens.
  8. Despite of your child showing **rebellious** behavior, you should always be calm and peaceful.
4. Девіантна дія може сприйматися в одному суспільстві або культурі як така, що порушує соціальну норму, але може вважатися нормальною для іншої культури і суспільства.
  5. Ми вчимося мати справу з кожною особистістю. Так само ми зустрічаємо різних дітей в нашому житті.
  6. Батьки мають бути дуже обережні, намагаючись стримувати цю категорію дітей – девіантних дітей. Проте мирне оточення може підтримуватися, якщо взяти до уваги наступні пункти.
  7. Батьки, як старші та досвідченіші, повинні завжди демонструвати самоконтроль перед підлітками.
  8. Не дивлячись на проявлення бунтарської поведінки вашої дитини, ви маєте завжди бути спокійні і мирні.

9. Next step is «**Recognition**».  
You are the best judge about  
your kids.

10. You should always be  
consistent in dealing deviant  
teens. Never show your  
**frustration** towards them. Try  
to love instead of giving rapid  
**punishments**.

9. Наступний крок є «визнан-  
ня». Ви – кращий суддя про  
ваших дітей.

10. Ви маєте завжди бути  
послідовні маючи справу з  
девіантними підлітками.  
Ніколи показуйте своє  
відторгнення до них.  
Намагайтеся любити замість  
надання швидких покарань.

**9. Home task. Cover the left side of exercise 7 Unit 7 Lesson 1 and translate the sentences as quickly as possible.**

## UNIT 8

### Lesson 2

*The theme: Deviant behaviour as a form of social disadaptation*

**1. Cover the left side of exercise 7 Unit 8 Lesson 1 and translate the sentences as quickly as possible.**

**2. Ask each other:**

- How can a deviance be described?
- What should parents always display?

- Is there any difference in the norms of behavior in different countries?
- How should parents act towards their teens?

### 3. Read and translate the following text.

Deviance in a sociological context describes actions or types of **behavior** that **violate** cultural norms including formally-enacted rules (e.g., crime) as well as informal **violations** of social norms.

Norms are the specific behavioral standards, ways in which people are supposed to act, paradigms for **predictable** behavior in society. Norms are rules of conduct. They vary from class to class, from **generation** to generation. They are, in other words, contextual.

Deviance can be described as a violation of these norms. This **definition** can be interpreted in many different ways. Social norms are different in one culture as opposed to another. For example, a deviant act can be **acceptable** in one society or culture that breaks a social norm there, but may be considered normal for another culture and society. Some acts of deviance may be criminal acts, but also, according to the society or culture, deviance can be strictly breaking social norms.

We often meet different people with different types of behaviors in our daily lives. We learn **to deal with** every sort of person. **Similarly** we too come across children in our lives. Sometimes they are happy, aggressive, sad or in a deviant mood. Parents should be very careful while **tackling** with this last type of

children – deviant children. However peaceful **environment** can be maintained, if following points are kept in mind.

First and the foremost thing that should be kept in mind is "Control". Parents being elder and experienced should always **display** emotions of self control before their teens. Despite of your child showing **rebellious** behavior, you should always be calm and peaceful. If you also argue in the same manner as your child, you plant the seeds of aggressive behavior.

Next step is «**Recognition**». You are the best judge about your kids. Take some time, observe and try to recognize the main cause behind deviancy. You need to figure out those things and handle accordingly.

If you observe deviant behavior in an early stage then try to treat the problem at the very beginning. You should always be consistent in dealing deviant teens. Never show your **frustration** towards them. Think for different methods to deal with your child. Try to love instead of giving rapid **punishments**. Our task is to acknowledge the problem and find its solution, to establish a close emotional contact with the child. The child has to feel your love, not your pity and resentment. Become a real friend and assistant and your baby. Be patient and the results will not be long in coming.

#### **4. Find in the text the passages proving that:**

a) The definition of deviance can be interpreted in many different ways;

b) We often meet different people with different types of behaviors in our daily lives;

c) Parents should be very careful while tackling with deviant children;

d) If you observe deviant behavior in an early stage then try to treat the problem at the very beginning.

**5. Write what you know about the deviance as a violation of social norms.**

**6. Share with your partner the information received from the text.**

*(Use the words: **Do you know that... It's interesting that... I can tell you that... and other.**)* For example: I can tell you that norms are the specific behavioral standards, ways in which people are supposed to act ... etc.

**7. Home task. Write and prepare to render the content of the text briefly (in 10-12 sentences).**

## **UNIT 8**

### **Lesson 3**

***The theme: Deviant behaviour as a form of social disadaptation.***

**1. Render the content of the text 3 Unit 8 Lesson 2 briefly.**

**2. Read to your fellow-students your essay about the deviance as a violation of social norms.**

**3. Ask each other:**

- Why do the norms sometimes differ?
- What does deviation in a sociological context describes?
- What steps should we take to build the relations with a deviant child?
- What is of great importance to know while working with deviant people?
- How should we treat a child showing rebellious behavior?

**4. Discuss the information:**

- Now you know that the definition of deviance can be interpreted in many different ways.
- You also know that social norms are different in one culture as opposed to another.
- You have already known that our task is to acknowledge the problem and find its solution, to establish a close emotional contact with the child. In the following text you will get know more information about deviance as a violation of social norms.

**5. Listen to the lecture and answer the questions.**

The basis of variation in deviant behavior is mainly a conflict of interests, values, needs differences, errors of upbringing, life

failures and false steps. Deviance in a sociological context describes actions or types of **behavior** that **violate** cultural norms including formally-enacted rules (e.g., crime) as well as informal **violations** of social norms. It is the purview of sociologists, psychologists, psychiatrists, and criminologists to study how these norms are created, how they change over time and how they are enforced.

Norms are the specific behavioral standards, ways in which people are supposed to act, paradigms for **predictable** behavior in society. They are not necessarily moral, or even grounded in morality; in fact, they are just as often pragmatic and, paradoxically, irrational. Norms are rules of conduct. They vary from class to class, from **generation** to generation. They are, in other words, contextual.

Deviance can be described as a violation of these norms. This **definition** can be interpreted in many different ways. Social norms are different in one culture as opposed to another. For example, a deviant act can be **acceptable** in one society or culture that breaks a social norm there, but may be considered normal for another culture and society. Some acts of deviance may be criminal acts, but also, according to the society or culture, deviance can be strictly breaking social norms.

Viewing deviance as a violation of social norms, sociologists have characterized it as «any thought, feeling or action that members of a social group judge to be a violation of their

values or rules»; «violation of the norms of a society or group»; «conduct that violates definitions of appropriate and inappropriate conduct shared by the members of a social system»; «the departure of certain types of behavior from the norms of a particular society at a particular time».

We often meet different people with different types of behaviours in our daily lives. We learn **to deal with** every sort of person. **Similarly** we too come across children in our lives. Sometimes they are happy, aggressive, sad or in a deviant mood. Parents should be very careful while **tackling** with this last type of children – deviant children. However peaceful **environment** can be maintained, if following points are kept in mind.

First and the foremost thing that should be kept in mind is «Control». Parents being elder and experienced should always **display** emotions of self control before their teens. Despite of your child showing **rebellious** behavior, you should always be calm and peaceful. If you also argue in the same manner as your child, you plant the seeds of aggressive behaviour. But at this stage if you tend towards coolness, your child learn something very positive from you. So try to become a role model in front of your teens, instead of being at arms with them.

Next step is «**Recognition**». You are the best judge about your kids. Take some time, observe and try to recognize the main cause behind deviancy. You need to figure out those things and handle accordingly.

If you observe deviant behaviour in an early stage then try to treat the problem at the very beginning. You should always be consistent in dealing deviant teens. Never show your **frustration** towards them. Think for different methods to deal with your child. Try to love instead of giving rapid **punishments**. Your attention and positive interaction with your child will definitely give you fruitful and healthy results.

Our task is to acknowledge the problem and find its solution, to establish a close emotional contact with the child. The child has to feel your love, not your pity and resentment. Become a real friend and assistant and your baby. Be patient and the results will not be long in coming.

The content of deviant behavior prevention includes: law education; to provide consultations; providing social and psychological support; social assistance the families with troubled children; rehabilitation of children from deviant families; to promote employment; social and psychological training.

## **6. Answer the following questions.**

- a) How do the sociologists characterize the deviation?
- b) What norms of behavior are the most important for you?
- c) What is the main teenagers' problem?
- d) Do consider the work with deviant people difficult? Why?
- e) Do you think that the parents can decide the deviant child problem by themselves? Why do you think so?

## **7. Prove that:**

- A deviant act can be acceptable in one society or culture that breaks a social norm there, but may be considered normal for another culture and society.
- Parents should be very careful while tackling with their deviant children.
- If you observe deviant behavior in an early stage you can try to treat the problem at the very beginning.

## **8. Write an essay about the deviance as a violation of social norms.**

## **9. Home task.**

- a) Prepare for the retelling of the content of the lecture «*Deviance as a violation of social norms*» (use the questions if you need)
- b) Find some additional information in the Internet about the deviance as a violation of social norms and be ready to represent it.

## СЛОВНИК-ГЛОСАРІЙ

### А

**acceptable** [ək'septəbl] 1) прийнятний, правомірний 2) бажаний, жаданий; приємний

**acknowledge** [ək'nɒlɪdʒ] - 1) усвідомлювати; визнавати, припускати 2) бути вдячним (за щось) ; винагороджувати (за послугу) 3) підтверджувати

**adjustment** [ə'dʒʌstmənt] - 1) погодження, пристосування 2) регулювання, пристосування; установлення; складання (машини) **adopt** [ə'dɒpt] - 1) усиновляти; удочеряти 2) приймати, засвоювати 3) запозичувати (слова з чужої мови) 4) вибирати, добирати, брати на вибір

**affinity** [ə'fɪnɪtɪ] - 1) властивість 2) спорідненість, близькість; родова схожість (with, between) 3) привабливість; потяг

**alongside** [ə'lɒŋ'saɪd] -пліч-о-пліч, поруч (з - of)

**although** - [ɔ:l'dəu] –хоч; коли б навіть; незважаючи на те, що.

**applied sciences** [ə'plaɪd 'saɪənsɪz] - прикладні науки

**astride of** [ə'straɪd] - 1) верхи 2) розставивши ноги

**attain** [ə'teɪn] - досягати, добиватися, домагатися

**award** [ə'wɔ:d] - 1) присуджувати (щось) 2) нагороджувати (чимсь)

**awkward** ['ɔ:kwəd] - 1) незграбний 2) незручний; скрутний; ніяковий

### В

**Bachelor** - ['bætʃ(ə)lə] бакалавр (молодший вчений ступінь)

**behaviour** [bi'heivɪə] - 1) поведінка, манери 2) режим (роботи)

**betterment** – ['betəmənt] поліпшення, виправлення

**bring up** [brɪŋ ʌp] – виховувати

## C

**cognitive** [kɒg'nɪtɪv] - пізнавальний

**conjugal** ['kɒndʒʊg(ə)l] - подружній; шлюбний

**consanguinity** [kɒnsæŋ'gwɪnɪti] - спорідненість

**consequently** ['kɒnsɪkwəntli] – отже, відповідно, відтак

**contribute** - [kən'trɪbjʊ:t] – 1) сприяти (чомусь-to) 2) робити вклад

**curriculum** – (лат. curro) c. vitae или vivendi — анкета, життєвий шлях, у контексті - навчальний план, програма.

## D

**deal with** [di:l] - 1. (i dealt) 1) завдавати (удару) 2) розподіляти, роздавати; наділяти (deal out) 3) поводитися, обходитися (з кимсь - with, by) 4) торгувати (чимсь - in) 5) спілкуватися, мати справу (з - with) 6) вести справу; розглядати питання

**definition** [ˌdefɪ'nɪʃ(ə)n] - 1) визначення 2) чіткість, виразність

**desire** [dɪ'zaɪə] - бажання

**determine** [dɪ'tɜ:mɪn] - 1) визначати; встановлювати 2) вирішувати; примушувати 3) обмежувати 4) закінчуватися

**disabled** [dɪs'eɪbld] - покалічений; виведений з ладу; disabled worker – інвалід праці

**discipline** ['dɪsɪplɪn] - дисципліна

**display** [dɪs'pleɪ] - 1) виставляти, показувати, демонструвати 2) виявляти 3) хвастати, виставляти напоказ 4) вивішувати (прапор)

5) виділяти жирним (іншим) шрифтом

**diverse** [daɪ'vɜ:s] - 1) інший, різний 2) різноманітний

**drop out** [drɒp] - 1) зникати 2) пропускати, не включати

**due to** [dju:] - завдяки, через те, що

## Е

**editor** ['editə] - редактор

**emergency** [ɪ'mɜ:dʒ(ə)nəsi] - 1) крайність; непередбачений випадок  
2) критичне становище; надзвичайний стан (у країні) ; крайня  
необхідність in case of emergency – на випадок крайньої потреби,  
в екстреному випадку 3) аварія 4) допоміжний, запасний,  
аварійний emergency door, emergency exit – запасний вихід  
emergency law – надзвичайний закон emergency landing –  
вимушена посадка (літака)

**emphasize** ['emfəsaɪz] - підкреслювати, наголошувати

**empower** [ɪm'paʊə] - уповноважувати, дозволяти

**enable** [ɪ'neɪb(ə)l] - дозволяти

**engage** [ɪn'geɪdʒ] - 1) наймати; замовляти (кімнату) 2) займатися  
to be engaged in [to engage in] teaching – займатися викладанням  
3) привертати; займати to engage smb.'s attention – полонити  
чиюсь увагу 4) обручити, заручити to be engaged – бути  
зарученим 5) зобов'язуватися he engaged himself to do it – він взяв  
на себе зробити це

**ensure** [ɪn'ʃʊə] - 1) гарантувати, забезпечувати to ensure an income –  
гарантувати прибуток to ensure independence – забезпечити  
незалежність 2) ручатися 3) страхувати (від - against, from)

**entitle** [ɪn'taɪtl] - 1) давати право на (to) 2) давати заголовок, озаглавлювати

**environment** [ɪn'vaɪ (ə)rənmənt] - 1) оточення; середовище 2) навколишнє середовище, довкілля

**equality** [ɪ'kw ɔ:lɪtɪ] - рівність; рівноправність

**evaluate** [ɪ'væljʊ: ət] – оцінювати

**evolve** [ɪ'vɒlv] - 1) розвивати(ся); еволюціонувати 2) розгортати(ся) 3) виділяти (гази, запах) – розвиватися

## F

**facilitate** [fə'sɪlɪteɪt] - полегшувати; допомагати; просувати; сприяти

**framework** ['freɪmwɜ:k] 1) зруб, каркас, кістяк 3) коробка; рама, обрамлення 4) решітка; ґрати, ґратчаста система 5) структура the framework of society – суспільний лад 6) рамки; межі within the framework – в межах чогось to return into the framework – возз'єднатися

**frustration** [frʊ'streɪf (ə)n] - 1) розлад (планів), крах (надій) 2) розчарування; фрустрація; невіра у свої сили

**full-fledged** [fʊl'fledʒd] - 1) цілком оперений 2) закінчений, розвинутий

**furthermore** – ['fɜ:ðə'mɔ:] до того ж; крім того

## G

**generation** [dʒenə'reɪʃ(ə)n] - 1) покоління; генерація; rising

**generation** – молоде покоління 2) рід, потомство 3) утворення (пари); генерування (енергії); виробництво (струму)

4) породження, зародження

**get along** [ə'lobŋ] with - 1) жити, поживати 2) справлятися (з чим-небудь)

**goal** [gəul] - 1) мета, ціль 2) гол 3) ворота

## Н

**hierarchy of needs** ['haɪ(ə)rɑ:kɪ əv ni:dz] – ієрархія потреб

**holistic education** [həʊ'listɪk edʒu'keɪʃ(ə)n] - цілісна освіта, загальна, повна

## І

**illegitimate** [ɪlɪ'dʒɪtɪmɪt] - 1) незаконний; нелегітимний  
2) неправильний, неслухний; невиправданий (логічно і т.ін.)  
3) незаконнонароджений

**imaginary** [ɪ'mædʒ(ə)n(ə)rɪ] - 1) уявлюваний, уявний, нереальний; гаданий 2) уявний

**impetus** - ['ɪmpɪtəs] – поштовх, спонука, імпульс; рушійна сила, стимул  
**influence** - ['ɪnfluəns] – справляти вплив, впливати (на – on, upon, over).

**inherently** - [ɪn'hɪ(ə)rəntli] – притаманно; невід'ємно; внутрішньо

**initially** [ɪ'nɪʃəli] - початково, спочатку

**inspire** - [ɪn'spraɪə]– 1) надихати 2) навівати, вселяти

**interlinked** - [ɪntə'liŋk] - тісно пов'язувати; зчіпляти

**investigate** [ɪn'vestɪgeɪt] - 1) досліджувати; вивчати 2) розслідувати  
3) стежити

**irrespective** [ɪrɪ'spektɪv] - безвідносний **irrespective of** – незалежно від

## К

**kindergarten** – ['kɪndə 'gɑ:tn] дитячий садок

## М

**mediation** [mi:di'eɪʃ(ə)n] - посередництво

**mental** ['mentl] - 1) розумовий 2) мислений, у думці 3) психічний

**mentor** ['mentə] - 1) наставник; вихователь 2) керівник; ментор

## N

**nuclear** ['nju:kliə] - ядерний

## O

**observe** [əb'zɜ:v] - 1) спостерігати; стежити 2) вести наукові спостереження 3) примічати, помічати 4) зазначати; робити зауваження 5) дотримуватися (закону, звичаїв)

## P

**pecuniary** [pɪ'kju:niəri] - 1) грошовий pecuniary aid – грошова допомога 2) що керується матеріальними інтересами; що шукає вигоди

**predictable** [prɪ'dɪktəbl] - передбачуваний

**pretend** [prɪ'tend] - 1) прикидатися 2) вдавати, робити вигляд; симулювати 3) претендувати (на щось - to) 4) посилатися на щось, використовувати як привід

**promote** [prə'məʊt] – сприяти, просувати

**psychology** [saɪ'kɒlədʒi] – психологія

**punishment** ['pʌnɪʃmənt] - 1) кара, покарання 2) стягнення 3) суворе (грубе) поводження

## R

**raise** [reɪz] - 1) піднімати to raise one's glass to smb.'s health – пити за чиєсь здоров'я 2) ставити, порушувати (питання)

3) споруджувати (будинок тощо) 4) вирощувати (рослини) ; розводити (худобу) ; ростити, виховувати (дітей) 5) добувати 6) виховувати; вирощувати

**reach** [ri:tʃ] - 1) протягувати, витягувати 2) діставати; дотягуватися; брати 3) доїжджати до; добиратися до 4) передавати; подавати 5) діставатися, доходити 6) досягати, домагатися 7) простягатися 8) становити (суму) 9) застати, наздогнати 10) зв'язуватися (з кимсь, напр., по телефону) 11) зворушувати; впливати

**rebellious** [rɪ'beljəs] -1) бунтарський, бунтівний, заколотний; повстанський 2) упертий, запеклий; що не піддається лікуванню (про хворобу) 3) недисциплінований; неслухняний

**recognition** [ˌrekəg'nɪʃ (ə)n] - 1) упізнавання, розпізнавання 2) визнання; схвалення 3) офіційне визнання (незалежності й суверенітету країни)

**re-enrolled** [ˌriːn'rəʊld] - перезареєстрований; наново завербований; ще раз прийнятий на військову службу

**reference** ['ref(ə)rəns] - 1) передавання на розгляд до іншої інстанції 2) повноваження (компетенція) 3) довідка 4) посилання, виноска 5) згадування; натяк 6) рекомендація

**reflect** [rɪ'flekt] – відображати, віддзеркалювати

**refugee** [refjʊ'dʒi:] - 1) емігрант 2) біженець

**relationship** [rɪ'leɪʃ(ə)nʃɪp] – відносини

**repository** [rɪ'pɒzɪtri] - 1) вмістилище; сховище; склад 2) довірена особа 3) склеп

**responsibility** [rɪs' pɒnsə'bɪlɪti] – відповідальність

**root** - [ru:t] –корінь, причина, джерело

## S

**similarly** ['similəli] - так само, у такий самий спосіб

**social work** ['səʊʃ(ə)l wɜ:k] – соціальна праця

**society** [sə'saɪəti] – суспільство

**staff** [stɑ:f] – апарат; кадри; працівники; персонал; співробітник;  
штат

**strengthen** ['streŋθ(ə)n] - підсилювати(ся), посилювати(ся);  
зміцнювати

**supervision** [s(j)u:pə'vɪz(ə)n] - нагляд, догляд; завідування *under the supervision of smb.* – у віданні когось; під наглядом (керівництвом) когось

**synergy** ['si:nədʒi] – взаємодія, спільні дії

## T

**tackle** [tæk(ə)l] – 1) закріплювати снастями 2) схопити, намагатися утримати 3) енергійно братися (до чогось); займатися (чимсь) 4) намагатися переконати (когось) 5) перехоплювати, відбирати (м'яч у футболі)

**trace** [treɪs] – 1) слідкувати, стежити (за кимсь, чимсь); вистежити 2) простежувати(ся); брати початок 3) роздивитися, розпізнати 4) вбачати, знаходити 5) креслити; старанно виписувати, виводити (слова, букви) 6) копіювати; знімати копію; калькувати 7) відновлювати розташування (розміри) (стародавніх споруд, пам'ятників тощо) 8) фіксувати, записувати (про кардіограф тощо) 9) прикрашати візерунками

**treat** [tri:t] - 1) поводитися; ставитися 2) обробляти, піддавати дії (with) 3) лікувати (від чогось - for; чимсь - with) 4) трактувати 5) пригощати, частувати (to) ; запросити до театру тощо (to) 6) мати справу, проводити переговори (з кимсь - with; про щось - for)

## U

**upbringing** ['ʌpbriŋɪŋ] – виховання

**urge** [ɜ:dʒ] - 1) примушувати, підганяти; спонукати, підбурювати (on, upon) 2) переконувати; наполягати 3) набридати, надокучати 4) форсувати

## V

**violate** ['vaɪəleɪt] - 1) порушувати, ламати (закон, дисципліну, присягу) 2) паплюжити, поганити (могилу, святиню і т.д.) 3) силувати, примушувати; гвалтувати 4) вдиратися, вторгатися

**violation** [ˌvaɪə'leɪʃ(ə)n] - 1) порушення, ламання 2) паплюження 3) скривдження; насильство; згвалтування

**vital** – ['vaɪtəl] 1) життєвий; життєво важливий 2) істотний; суттєвий

**vulnerable** ['vʌln(ə)rəb(ə)l] - уразливий

## W

**wane** [weɪn] - 1) спадати, слабшати, меншати, зменшуватися 2) наближатися до кінця

**welfare** ['welfeə] – добробут, благополуччя, благодійність

## СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

1. Нестерова Н.М. Страноведение. Англия / Н.М. Нестеров. - Ростов-на-Дону : Феникс, 2001.-320 с.
2. Barbariga A.A. Schooling in Great Britain / A.A. Barbariga. – М. : Высш. шк., 1988.
3. Bromhead Peter. Life in Modern Britain / Peter Bromhead. – Longman, 1997.
4. Hewitt Karen. Understanding Britain / Karen Hewitt. – М. : Высш. шк., 1994.
5. Laird Elizabeth. Welcome to Great Britain and the USA / Elizabeth Laird. – Longman, 1994.
6. Longman Dictionary of the English Language and Culture. – Longman, 1992.
7. Morgan Dave. A short History of the British People / Dave Morgan. – Leipzig : VEB Verlag Enzyklopadie, 1979.

### КОРИСНІ АДРЕСИ У МЕРЕЖІ ІНТЕРНЕТ:

1. Snowdonia National Park  
<http://www.geocities.com/RainForest/1098/Eryri.html>
2. The British Monarchy: History of the Monarchy  
<http://www.royalinsight.gov.uk/output/Page5.asp>
3. Britannia: Monarchs of Britain  
<http://www.britannia.com/history/h6f.html>

## ЗМІСТ

Передмова.....	3
UNIT 1 The essence of Social Pedagogics.....	11
UNIT 2 Historical Development of Social Pedagogics.....	25
UNIT 3 Qualifying characteristics of Social Pedagogue.....	42
UNIT 4 Social work in Ukraine.....	62
UNIT 5 Abraham Maslow.....	82
UNIT 6 Lev Vygotsky .....	100
UNIT 7 Family as a major factor of socialization.....	114
UNIT 8 Deviant behaviour as a form of social disadaptation.....	128
Словник-глосарій.....	146
Список рекомендованої літератури.....	155
Зміст.....	156

Навчальне видання

МАРТИНОВА Раїса Юріївна  
АЛЕКСЄЄВА Ольга Борисівна  
МУЛИК Катерина Олександрівна

**ENGLISH**  
***FOR SOCIAL TEACHERS***

Навчальний посібник

Підп. до друку 22.04.2013. Формат 60x90/16. Папір офсетний.

Гарн. «Times» Друк цифровий. Ум. друк. арк. 8,85.

Наклад 300 пр.

Видавець Букаєв Вадим Вікторович

вул. Пантелеймонівська 34, м. Одеса, 65012.

Свідоцтво суб'єкта видавничої справи ДК № 2783 від 02.03.2007 р.

Тел. 0949464393, 0487431393 email - 7431393@gmail.com