

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

ENGLISH
FOR STUDENTS MAJORING IN PRE-SCHOOL EDUCATION

Учебное пособие по английскому языку для студентов-магистрантов
очного и заочного отделений неязыковых специальностей



Владимир 2021

УДК 811.111 (075.8)

ББК 81.2 Англ

E56

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English for students majoring in pre-school education : учеб.
E56 пособие по англ. яз. для студентов-магистрантов очного и
заочного отд-ний неяз. специальностей / авт.-сост.: Д. Е. Болотов,
Н. Ю. Датчук ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. –
Владимир : Изд-во ВлГУ, 2021. – 260 с.
ISBN 978-5-9984-1389-6

Цель учебного пособия – развитие навыков интерпретации текстов по специальности студентами-магистрантами, изучающими английский язык как средство профессиональной коммуникации. Содержит тексты и задания, обучающие анализу общей структуры текста, способам объединения информации и перераспределения информативного материала текстов-источников, комментированию информации источника. Представлены аутентичные тексты, относящиеся к научному стилю речи и предполагающие их интерпретацию на английском языке в соответствии с реальными потребностями студентов данного уровня и профиля обучения.

Предназначено студентам-магистрантам первого курса, направления 44.04.01 – Педагогическое образование, обучающимся по программам магистратуры «Педагогика и психология дошкольного и начального образования», «Педагогическая инноватика».

Рекомендовано для формирования профессиональной компетенции в соответствии с ФГОС ВО.

Библиогр.: 23 назв.

УДК 811.111 (075.8)

ББК 81.2 Англ

ISBN 978-5-9984-1389-6

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INTRODUCTION

Предлагаемое учебное пособие предназначено для работы со студентами-магистрантами, обучающимися в вузах педагогического направления. Предполагается, что студенты имеют подготовку по английскому языку в объеме 288 часов 1-, 2-го курсов бакалавриата.

Основная цель пособия – развитие у учащихся навыков письменной речи, реферирования и комментирования текстового источника, построения письменного высказывания с опорой на текст. Умение продуцировать письменное высказывание развивается на основе системы заданий, которая отвечает следующей основной линии: от понимания текста к его репродукции, затем к его более или менее свободным перифразам и, наконец, к продукции, т. е. самостоятельной речевой деятельности.

Пособие включает два раздела и приложения. Оба раздела содержат аутентичные тексты по специальности (педагогика), взятые из открытых научных и публицистических источников, и задания к ним, имеющие целью развитие навыков письменной речи, комментирования и реферирования на английском языке, а также расширение пассивного словарного запаса по специальности. Все тексты представляют собой неадаптированный материал, направленный на погружение студента в специальность посредством тем, тесно связанных с педагогикой. Текстовый материал пособия призван расширить и углубить знания учащихся о выбранной профессии. В приложении студент может ознакомиться с рекомендуемыми лексическими средствами, используемыми при комментировании и трансформации текстов в собственные устные и письменные высказывания.

При составлении пособия авторы исходили из того положения, что в основу обучения студентов продуцированию письменного высказывания может быть положен принцип опоры на текстовый образец при его неоднократном предъявлении. Текст при этом рассматривается как носитель информации. На основе многократного предъявления и анализа текстовых образцов, которые даются в каждом зада-

нии, последовательно отрабатываются такие операции с информативным содержанием текста, как смысловой анализ текста, восстановление информативного содержания текста, трансформация и комбинирование информативного материала текста или текстов (т. е. реферирование и комментирование текстов).

Проблематика текстов диктуется профессиональной потребностью студентов педагогических вузов. Задания к текстам, включённым в пособие, готовят студентов к продуцированию текстов определённой коммуникативной направленности в той или иной форме в зависимости от реальных профессиональных потребностей будущих преподавателей дисциплин. В процессе работы с текстами у учащихся совершенствуются навыки изучающего, ознакомительного, просмотрового и поискового видов чтения, оперирования информативным материалом текста с учетом целей реальной коммуникации. Следует иметь в виду, что многие из предлагаемых текстов содержат избыточный по отношению к программе языковой материал, который затем не активизируется в ходе выполнения заданий пособия. Подразумевается, что преподаватель лексически препарировывает тексты в зависимости от общей подготовки группы. Тексты пособия рассчитаны на чтение про себя, но могут быть по выбору преподавателя предложены для восприятия на слух. Таким образом, можно сказать, что пособие имеет четкую основную направленность и в то же время носит полифункциональный характер.

Издание рассчитано в основном на работу под руководством преподавателя, поскольку значительная часть предлагаемых в нем заданий носит творческий характер и может иметь варианты решения. Однако наличие текста-источника, к которому учащиеся могут многократно возвратиться в ходе выполнения заданий, и упражнений на наблюдение делает возможным и самостоятельную работу над некоторыми заданиями пособия, а также выполнение ряда заданий с последующим отсроченным контролем преподавателя.

Section I. THE DEVELOPMENT OF WRITING SKILLS THROUGH THE SEMANTIC ANALYSIS OF THE TEXT

Unit 1. EDUCATION

1. Read the texts. Analyze the location of information centres in the sentences. Please note that the location of the information centre at the end of a sentence is typical in a written speech, but other options are also possible. In the paragraph, as a rule, the centre of information is the first sentence in the paragraph.

Education

from Wikipedia, the free encyclopedia

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age. There is a movement for education reform, and in particular for evidence-based education.

Etymologically, the word "education" is derived from the Latin word ēducātiō ("A breeding, a bringing up, a rearing") from ēducō ("I educate, I train") which is related to the homonym ēdūcō ("I lead forth, I

take out; I raise up, I erect") from ē- ("from, out of") and dūcō ("I lead, I conduct").

The International Standard Classification of Education (ISCED) was created by UNESCO as a statistical base to compare education systems. In 1997, it defined 7 levels of education and 25 fields, though the fields were later separated out to form a different project. The current version ISCED 2011 has 9 rather than 7 levels, created by dividing the tertiary pre-doctorate level into three levels. It also extended the lowest level (ISCED 0) to cover a new sub-category of early childhood educational development programmes, which target children below the age of 3 years.

Instruction

Instruction is the facilitation of another's learning. Instructors in primary and secondary institutions are often called teachers, and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution; and they primarily teach only their specific discipline. Studies from the United States suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. With the passing of NCLB in the United States (No Child Left Behind), teachers must be highly qualified.

Education sector

The education sector or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people in educational settings. It involves a wide range of people (curriculum developers, inspectors, school principals, teachers, school nurses, students, etc.). These institutions can vary according to different contexts.

Schools deliver education, with support from the rest of the education system through various elements such as education policies and guidelines – to which school policies can refer – curricula and learning materials, as well as pre- and in-service teacher training programmes. The school environment – both physical (infrastructures) and psychological (school climate) – is also guided by school policies that should ensure the well-being of students when they are in school. The Organization for Economic Co-operation and Development has found that schools tend to perform best when principals have full authority and responsibility for ensuring that students are proficient in core subjects upon graduation. They must also seek feedback from students for quality-assurance and improvement. Governments should limit themselves to monitoring student proficiency.

The education sector is fully integrated into society, through interactions with numerous stakeholders and other sectors. These include parents, local communities, religious leaders, NGOs, stakeholders involved in health, child protection, justice and law enforcement (police), media and political leadership.

2. Read the texts. Perform a semantic analysis of paragraphs. Highlight the information centers in the paragraphs, answering the question: what is the paragraph about? Note that the main idea of the paragraph is expressed in the first sentence as a rule. The location of the information center at the beginning of the paragraph is typical, but other options are possible. Note that other sentences in the paragraph expand and deepen its main idea, as well as substantiate the main ideas of the paragraph (proofs) or illustrate them (examples, data).

Educational psychology

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are

likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as gifted children and those with specific disabilities.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology, in turn, informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences.

Purpose of education

There is no broad consensus as to what education's chief aim or aims are or should be. Different places, and at different times, have used educational systems for different purposes. The Prussian education system in the 19th century, for example, wanted to turn boys and girls into adults who would serve the state's political goals.

Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.

The purpose of education in a given time and place affects who is taught, what is taught, and how the education system behaves. For example, in the 21st century, many countries treat education as a positional good. In this competitive approach, people want their own students to get a better education than other students. This approach can lead to unfair treatment of some students, especially those from disadvantaged or

marginalized groups. For example, in this system, a city's school system may draw school district boundaries so that nearly all the students in one school are from low-income families, and that nearly all the students in the neighboring schools come from more affluent families, even though concentrating low-income students in one school results in worse educational achievement for the entire school system.

Curriculum

In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university – or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include mathematics, the natural sciences, computer science, social sciences, humanities and applied sciences.

3. Read the sentences and indicate whether they correspond to the content of the texts (true /false). In case of discrepancy, please indicate the correct option.

1. Education frequently takes place under the guidance of educators, however learners can also educate themselves.
2. Education can take place in formal or informal settings.
3. A right to education has been recognized by some governments and the United Nations.
4. In most regions, education is compulsory up to a certain age.
5. The current version ISCED 2011 has 9 rather than 7 levels.
6. Governments should limit themselves to monitoring student proficiency.

7. The education sector is not integrated into society.
8. The terms "educational psychology" and "school psychology" are often used interchangeably.
9. There is no broad consensus as to what education's chief aim or aims are or should be.
10. Instructors in primary and secondary institutions are often called coaches.
11. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on their salary.

4. Vocabulary Focus.

a) Find the definitions of the following terms in the texts.

Education, pedagogy, learning, the International Standard Classification of Education, teaching, training, storytelling, discussion and directed research, the education sector (education system), educational psychology, a curriculum, a syllabus, an academic discipline, instruction.

b. Match the terms (types of education) from the left column with the definitions given in the right column.

1. Tertiary (higher) education	a) ... occurs in a <u>structured environment</u> whose explicit purpose is teaching <u>students</u> . Usually, it takes place in a <u>school</u> environment with <u>classrooms</u> of multiple students learning together with a trained, certified teacher of the subject.
2. Lower secondary education	b) ... is designed to support early development in preparation for participation in school and society. The programmes are designed for children below the age of 3. This is ISCED level 01. Preschools provide education from ages approximately three to seven. These are also known as <u>nursery schools</u> and as <u>kindergarten</u> , except in the US, where the term <i>kindergarten</i> refers to the earliest levels of primary education. This is ISCED level 02.

<p>3. Informal education</p>	<p>c) This is ISCED level 1. ... (or elementary) education consists of the first five to seven years of formal, structured education. In general, ... education consists of six to eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries.</p>
<p>4. Early childhood education</p>	<p>d) This covers the two ISCED levels, ISCED 2: Lower ... Education and ISCED 3: Upper ... Education. In most contemporary educational systems of the world, ... education comprises the formal education that occurs during <u>adolescence</u></p>
<p>5. Vocational education</p>	<p>e) Programmes at ISCED level 2. ... education is usually organized around a more subject-oriented curriculum differing from primary education. Teachers typically have pedagogical training in the specific subjects and, more often than at ISCED level 1, a class of students will have several teachers, each with specialized knowledge of the subjects they teach.</p>
<p>6. Self- directed learning</p>	<p>f) Programmes at ISCED level 3, or ... education, are typically designed to complete secondary education process. They lead to skills relevant to employment and the skill necessary to engage in tertiary courses. They offer students more varied, specialized and in-depth instruction. They are more differentiated, with range of options and learning streams.</p>
<p>7. Formal education</p>	<p>g) ... education, also called ..., third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or <u>secondary school</u>. Individuals who complete ... education generally receive <u>certificates</u>, <u>diplomas</u>, or <u>academic degrees</u>.</p>

<p>8. Primary education</p>	<p>h) <u>... education</u> is a form of education focused on direct and practical training for a specific trade or craft. It may come in the form of an <u>apprenticeship</u> or <u>internship</u> as well as institutions teaching courses such as <u>carpentry, agriculture, engineering, medicine, architecture</u> and <u>the arts</u>. Post 16 education, <u>adult education</u> and <u>further education</u> involve continued study, but a level no different from that found at upper secondary, and are grouped together as ISCED 4, post-secondary non-tertiary education.</p>
<p>9. Open education and electronic technology</p>	<p>i) In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by <u>physicians</u> or special tutors. These early physicians (people like <u>Itard, Seguin, Howe, Gallaudet</u>) set the foundation for <u>... education</u> today. They focused on individualized instruction and functional skills. In its early years, <u>... education</u> was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning.</p>
<p>10. Upper secondary education</p>	<p>j) <u>... education</u> developed in part as a reaction to perceived limitations and failings of <u>traditional education</u>. For example <u>... schools</u> include <u>Montessori schools, Waldorf schools</u> (or <u>Steiner schools</u>), <u>Friends schools, Charter schools, Sands School, Summerhill School, Walden's Path, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools,</u> and <u>open classroom schools</u>.</p>
<p>11. Indigenous education</p>	<p>k) <u>... education</u> refers to the inclusion of indigenous knowledge, models, methods, and content within formal and non-formal educational systems. It can enable indigenous communities to "reclaim and revalue their languages and cultures, and in so doing, improve the educational success of indigenous students."</p>

<p>12. Secondary education</p>	<p>l) ... education is one of three forms of learning defined by the <u>Organization for Economic Co-operation and Development</u> (OECD). ... learning occurs in a variety of places, such as at <u>home</u>, <u>work</u>, and through daily interactions and shared relationships among members of society. For many learners, this includes <u>language acquisition</u>, <u>cultural norms</u>, and <u>manners</u>.</p>
<p>13. Special education</p>	<p>m) <u>Autodidacticism</u> (also autodidactism) is ... learning. One may become an autodidact at nearly any point in one's life. <u>Notable autodidacts</u> include <u>Abraham Lincoln</u> (U.S. president), <u>Srinivasa Ramanujan</u> (mathematician), <u>Michael Faraday</u> (chemist and physicist), <u>Charles Darwin</u> (naturalist), <u>Thomas Alva Edison</u> (inventor), <u>Tadao Ando</u> (architect), <u>George Bernard Shaw</u> (playwright), <u>Frank Zappa</u> (composer, recording engineer, film director), and <u>Leonardo da Vinci</u> (engineer, scientist, mathematician).</p>
<p>14. Altern ative education</p>	<p>n) ... learning is the use of well designed scientific studies to determine which education methods work best. It consists of evidence-based teaching and evidence-based learning. ... <u>learning methods</u> such as <u>spaced repetition</u> can increase rate of learning. The ... education movement has its roots in the larger movement towards <u>evidence-based-practices</u>.</p>
<p>15. Evidence- based learning</p>	<p>o) ... education has been called the biggest change in the way people learn since the printing press. Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials. A recent meta-analysis found that online and blended educational approaches had better outcomes than methods that used solely face-to-face interaction. Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus-based ones.</p>

5. Grammar Focus.

a) Write sentences, arranging words and phrases according to the main rule of English.

1. used, for, rule-based, communication, is, method, language
2. speech, vocal, is, production, called, of, language
3. transfer, of, knowledge, ideas, defined, as, opinions, communication, and, is, feelings
4. is, rules, determine, and, structure, that, form, of, morphology, words
5. word, rules, that, means, endings, determine, syntax, word, and, orders

b) Write sentences using the phrases below.

**takes place under, is called, is divided into, is recognized by,
is derived from, can vary according to, should limit themselves to,
is integrated into, is concerned with, draws from and contributes to,
can be understood through, is based on**

1. Educational psychology ... the processes of educational attainment in the general population
2. Education frequently ... the guidance of educators.
3. Educational institutions ... different contexts.
4. The education sector ... society.
5. Formal education ... such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.
6. Etymologically, the word "education" ... the Latin word ēducātiō.
7. The methodology of teaching ... pedagogy.
8. Educational psychology both ... cognitive science and the learning sciences.
9. Governments ... monitoring student proficiency.
10. A right to education ... some governments and the United Nations.
11. Educational psychology ... its relationship with other disciplines.
12. A curriculum is prescriptive and ... a more general syllabus

c) Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.

1. Most school systems ...designed around a set ... values ... ideals that govern all educational choices in ... system. ... choices include curriculum, organizational models, design of ... physical learning spaces (e.g. classrooms), student-teacher interactions, methods ... assessment, class size, educational activities, ... more.

2. Tertiary education ... normally taken ... include undergraduate ... postgraduate education, as well ... vocational education ... training. Colleges ... universities mainly provide tertiary education. Collectively, these ... sometimes known as tertiary institutions. Individuals ... complete tertiary education generally receive certificates, diplomas, ... academic degrees.

3. In ... United States, Canada, ... Australia, primary and secondary education together ... sometimes referred ... as K-12 education, and ... New Zealand Year 1–13 ...used. ... purpose of secondary education can be ... give common knowledge, ... prepare ... higher education, ... to train directly in ... profession.

Secondary education ... the United States ... not emerge ... 1910, with the rise ... large corporations ... advancing technology in factories, ... required skilled workers. ... order ... meet ... new job demand, high schools ... created, with ... curriculum focused ... practical job skills that ... better prepare students ... white collar ... skilled blue collar work. ... proved beneficial for ... employers and employees, ... the improved human capital lowered costs ... the employer, ... skilled employees received higher wages.

Secondary education has ... longer history ... Europe, ... grammar schools ... academies date from ... early ... the 6th century, ... the form ... public schools, fee-paying schools, or charitable educational foundations, ... themselves date even further back.

It spans the period ... the typically universal compulsory, primary education ... the optional, selective tertiary, "postsecondary", or "higher" education of ISCED 5 and 6 (e.g. university), and the ISCED 4 Further education or vocational school.

Depending ... the system, schools for ... period, or ... part of it, may ... called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. ... exact meaning of any of ... terms varies ... one system ... another. The exact boundary ... primary and secondary education ... varies from country to country and even ... them but ... generally around ... seventh to ... tenth year ... schooling.

4. In informal learning, ... is often ... reference person, a peer ... expert, ... guide the learner. ... learners have a personal interest in ... they are informally ... taught, learners tend ... expand ... existing knowledge and conceive new ideas ... the topic ... learned. ... example, ... museum ... traditionally considered an informal learning environment, as ... is room for free choice, a diverse and potentially non-standardized range ... topics, flexible structures, socially rich interaction, and no externally imposed assessments.

... informal learning often takes place outside educational establishments and ... not follow a specified curriculum, it ... also occur within educational settings ... even during formal learning situations. Educators ... structure ... lessons to directly utilize ... students informal learning skills ... the education setting.

... the late 19th century, education ... play began to ... recognized as making ... important contribution ... child development. In ... early 20th century, the concept ... broadened ... include young adults but the emphasis ... on physical activities. L.P. Jacks, also ... early proponent ... lifelong learning, described education ... recreation: "A master in the art of living draws no sharp distinction ... his work and ... play, ... labour and ... leisure, ... mind and ... body, ... education and ... recreation. He hardly knows ... is which. He simply pursues his vision ... excellence through whatever he ... doing and leaves others ... determine ... he is working or playing. To himself, he always seems to ... doing both. Enough ... him ...

he does it well." Education ... recreation ... the opportunity to learn in a seamless fashion through all ... life's activities. The concept ... been revived ... the University of Western Ontario ... teach anatomy ... medical students.

5. ... large university institutions ... now starting ... offer free ... almost free full courses such ... Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education ... prestigious private universities ... as Stanford, Princeton, Duke, Johns Hopkins, ... University of Pennsylvania, and Caltech, ... well ... notable public universities including Tsinghua, Peking, Edinburgh, University ... Michigan, and University ... Virginia.

Open education ... been called ... biggest change in the way people learn ... the printing press. Despite favourable studies ... effectiveness, many people ... still desire ... choose traditional campus education for social ... cultural reasons.

... open universities ... working ... have the ability ... offer students standardized testing and traditional degrees ... credentials.

The conventional merit-system degree is currently ... as common in open education as ... is in campus universities, ... some open universities do already offer conventional degrees such ... the Open University in ... United Kingdom. Presently, many ... the major open education sources offer ... own form of certificate. ... to the popularity of open education, ... new kind of academic certificates ... gaining more respect ... equal "academic value" to traditional degrees.

... of 182 colleges surveyed ... 2009 nearly half said tuition for online courses ... higher ... for campus-based ones.

A recent meta-analysis found ... online and blended educational approaches ... better outcomes ... methods ... used solely face-to-face interaction.

6. While considered "alternative" today, most alternative systems ... existed since ancient times. After the public school system ... widely developed beginning ... the 19th century, ... parents found reasons to ...

discontented ... the new system. Alternative education developed in part ... a reaction ... perceived limitations and failings ... traditional education. ... broad range ... educational approaches emerged, including alternative schools, self learning, homeschooling, ... unschooling. Example alternative schools include Montessori schools, Waldorf schools (... Steiner schools), Friends schools, Sands School, Summerhill School, Walden's Path, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools, ... open classroom schools. Charter schools ... another example ... alternative education, ... have ... the recent years grown ... numbers ... US and gained greater importance in ... public education system.

In time, some ideas from ... experiments and paradigm challenges ... be adopted as ... norm in education, just ... Friedrich Fröbel's approach ... early childhood education in 19th-century Germany has ... incorporated into contemporary kindergarten classrooms. Other influential writers ... thinkers ... included ... Swiss humanitarian Johann Heinrich Pestalozzi; ... American transcendentalists Amos Bronson Alcott, Ralph Waldo Emerson, ... Henry David Thoreau; ... founders ... progressive education, John Dewey ... Francis Parker; and educational pioneers ... as Maria Montessori ... Rudolf Steiner, and more recently John Caldwell Holt, Paul Goodman, Frederick Mayer, George Dennison, ... Ivan Illich.

6. Read the texts. Cut short sentences and parts of sentences that do not contain basic information. Make appropriate changes to the sentences. Write down the shortened versions.

The future of education

Many countries are now drastically changing the way they educate their citizens. The world is changing at an ever quickening rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly. The emphasis is therefore shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible. Finnish schools have even begun to move away from the regular subject-focused curricula, introducing instead developments like

phenomenon-based learning, where students study concepts like climate change instead. There are also active educational interventions to implement programs and paths specific to non-traditional students, such as first generation students.

Tertiary (higher) Education

Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school.

Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive certificates, diplomas, or academic degrees.

The ISCED distinguishes 4 levels of tertiary education. ISCED 6 is equivalent to a first degree, ISCED 7 is equivalent to a masters or an advanced professional qualification and ISCED 8 is an advanced research qualification, usually concluding with the submission and defense of a substantive dissertation of publishable quality based on original research. The category ISCED 5 is reserved for short-cycle courses of requiring degree level study.

Higher education typically involves work towards a degree-level or foundation degree qualification. In most developed countries, a high proportion of the population (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

University education includes teaching, research, and social services activities, and it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Some universities are composed of several colleges

Learning modalities

There has been much interest in learning modalities and styles over the last two decades. The most commonly employed learning modalities are:

- Visual: learning based on observation and seeing what is being learned.
- Auditory: learning based on listening to instructions/information.
- Kinesthetic: learning based on movement, e.g. hands-on work and engaging in activities.

Other commonly employed modalities include musical, interpersonal, verbal, logical, and intrapersonal.

Dunn and Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment.

Some theories propose that all individuals benefit from a variety of learning modalities, while others suggest that individuals may have preferred learning styles, learning more easily through visual or kinesthetic experiences. A consequence of the latter theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles such as Visual, Auditory and Kinesthetic(VAK) are helpful, particularly as they can have a tendency to label children and therefore restrict learning. Recent research has argued, "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."

7. Read the text. Title it. Plan the text. Highlight sentences that carry the basic information of each semantic part (information centers of paragraphs). Place a question to each part of the text. Compile and write down a condensed version of the text, omitting sentences and parts of sentences that do not contain basic information. Make all the necessary changes to the resulting text.

A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves more than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign alternate activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

Another important indicator is the way teachers respond to right and wrong answers. When teachers have the appropriate attitude, they accept either type of response for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as a way to stimulate thought and to acquire information about a student's progress.

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teacher's behavior during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't."

Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not lose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulty.

When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feelings of mastery that come with the accumulation of knowledge and skills.

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments

as bitter pills that students must swallow or else. In either case, the students will acquire distaste for school activities, thus providing reinforcement for teacher expectations.

Other evidence of inappropriate teacher attitudes toward school activities includes: emphasizing the separation of work and play, with work pictured as an unpleasant activity one endures in order to get to play; introducing assignments as something the class has to do, rather than merely as something they are going to do; the use of extra assignments as punishments, etc. Teachers with negative attitudes also discuss academic subjects in a way that presents them as dull and devoid of content.

Teachers must communicate to all of their students the expectations that the students want to be fair, co-operative, reasonable, and responsible. This includes even those who consistently present the same behavior problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behavior, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behavior.

8. Read the text. Title it. Split it into semantic parts. Plan the text. Highlight sentences that carry basic information for each semantic part (information centers of paragraphs). Put a question to each part of the text, write the keywords. Retell the text using the plan and keywords.

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom. Plato founded the Academy in Athens, the first institution of higher learning in Europe.

The city of Alexandria in Egypt, established in 330 BCE, became the successor to Athens as the intellectual cradle of Ancient Greece. There, the great Library of Alexandria was built in the 3rd century BCE. European civilizations suffered a collapse of literacy and organization following the fall of Rome in CE 476. In China, Confucius (551–479 BCE), of the State of Lu, was the country's most influential ancient philosopher, whose educational outlook continues to influence the societies of China and neighbours like Korea, Japan, and Vietnam. Confucius gathered disciples and searched in vain for a ruler who would adopt his ideals for good governance, but his Analects were written down by followers and have continued to influence education in East Asia into the modern era. The Aztecs also had a well-developed theory about education, which has an equivalent word in Nahuatl called tlacahuapahualiztli. It means "the art of raising or educating a person" or "the art of strengthening or bringing up men." This was a broad conceptualization of education, which prescribed that it begins at home, supported by formal schooling, and reinforced by community living. Historians cite that formal education was mandatory for everyone regardless of social class and gender. There was also the word neixtlamachiliztli, which is "the act of giving wisdom to the face." These concepts underscore a complex set of educational practices, which was oriented towards communicating to the next generation the experience and intellectual heritage of the past for the purpose of individual development and his integration into the community. After the Fall of Rome, the Catholic Church became the sole preserver of literate scholarship in Western Europe. The church established cathedral schools in the Early Middle Ages as centres of advanced education. Some of these establishments ultimately evolved into medieval universities and forebears of many of Europe's modern universities. During the High Middle Ages, Chartres Cathedral operated the famous and influential Chartres Cathedral School. The medieval universities of Western Christendom were well-integrated across all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers, including Thomas Aquinas of the University of Naples, Robert Grosseteste of the University of Oxford, an early expositor

of a systematic method of scientific experimentation, and Saint Albert the Great, a pioneer of biological field research. Founded in 1088, the University of Bologne is considered the first, and the oldest continually operating university. Elsewhere during the Middle Ages, Islamic science and mathematics flourished under the Islamic caliphate which was established across the Middle East, extending from the Iberian Peninsula in the west to the Indus in the east and to the Almoravid Dynasty and Mali Empire in the south. The Renaissance in Europe ushered in a new age of scientific and intellectual inquiry and appreciation of ancient Greek and Roman civilizations. Around 1450, Johannes Gutenberg developed a printing press, which allowed works of literature to spread more quickly. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilizations – as with the Jesuit China missions who played a significant role in the transmission of knowledge, science, and culture between China and Europe, translating works from Europe like Euclid's Elements for Chinese scholars and the thoughts of Confucius for European audiences. The Enlightenment saw the emergence of a more secular educational outlook in Europe. In most countries today, full-time education, whether at school or otherwise, is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

9. Read the text. Highlight the main idea of each part of the text and formulate it as a thesis taking into account the questions to the paragraphs. Discuss the questions asked and your answers with your group mates.

Pedagogy

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also

sometimes referred to as the correct use of teaching strategies. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

1. What is pedagogy?

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

2. When did the first major milestone in the history of education occur? Why?

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

3. How were young people educated in prehistoric societies?

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

4. Who takes on more and more responsibility for educating the young today?

The role of a teacher is generally a very varied one. It does not only require a good knowledge of the subjects you teach. Teachers must also have the ability to communicate, inspire trust and confidence, and motivate students. An understanding of the students' emotional and educational needs in respect to their individual background and cultural heritage is also very important. A teacher will also benefit from being organized, dependable, patient and creative.

5. What must a teacher require except a good knowledge of subjects s/he teaches?

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behavior. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students achieve success, the teacher shares their joy.

6. What kind of job is teaching?

7. Read the text. Highlight the main information in each part and write down the text in the form of brief summary.

Teacher's work

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A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves

as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to, and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

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Another important indicator is the way teachers respond to right and wrong answers. When teachers have the appropriate attitude, they accept either type of response for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as a way to stimulate thought and to acquire information about a student's progress.

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is

to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teachers behaviour during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't."

Students should meet minimum objectives. Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not lose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulty.

Students Should Enjoy Learning. When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feelings of mastery that come with the accumulation of knowledge and skills.

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments as bitter pills that students must swallow or else. In either case, the students will acquire a distaste for school activities, thus providing reinforcement for teacher expectations.

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subjects in a way that presents them as dull and devoid of content. For example, they might say, "We're going to have history," instead of, "We're going to discuss the voyage of Columbus," or "Read pages 17 to 22," instead of, "Read the author's critique of Twain's novel."

Teachers Should Assume Good Intentions and a Positive Self-Concept. Teachers must communicate to all of their students the expectations that the students want to be fair, co-operative, reasonable, and responsible. This includes even those who consistently present the same behaviour problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behaviour, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behaviour.

Unit 2. EARLY CHILDHOOD EDUCATION

1. Read the texts. Analyze the location of information centres in the sentences. Please note that the location of the information centre at the end of a sentence is typical in a written speech, but other options are also possible. In the paragraph, as a rule, the centre of information is the first sentence in the paragraph.

The 5 Stages of Child Development

Children change rapidly as they grow. Many of these changes are physical. Other changes are cognitive, which means the changes affect the way children think and learn. Child development often occurs in stages, with the majority of children hitting specific developmental landmarks by the time they reach a certain age. What are the 5 stages of child development? Read on to find out.

A brief history

Scholars have different opinions on the exact number of stages of development children go through on their way to becoming adults. In 1936, for example, Swiss developmental psychologist Jean Piaget worked out a theory that describes four main stages of child development: Birth through 18 - 24 months, a "preoperational" that includes toddlerhood and early childhood through the age of 7, a "concrete operational" stage from ages 7-12, and adolescence. Other scholars describe six stages of child development that include newborns, infants, toddlers, preschool, school age, and adolescents.

Failing to reach some of the milestones may signal a developmental disability. Because of screening techniques child development specialists use, most people with developmental disabilities receive a diagnosis by the time they reach adolescence. With this in mind, child development may be discussed in terms of five stages.

5 Stages of Child Development

1. NEWBORN

During the first month of life, newborns exhibit automatic responses to external stimuli. In other words, a newborn will turn her head toward your hand when you stroke her cheek or grab your finger when you place it in her hand. A newborn is able to see close-up objects, recognize certain smells, smile or cry to indicate a need, and move her head from side to side.

Newborns may show signs developmental disabilities, such as spinabifida, genetic disorders and fetal alcohol syndrome.

2. INFANT

Infants develop new abilities quickly in the first year of life. At three to six months, an infant can control his head movements and bring his hands together. By six to nine months old, an infant can sit without support, babble and respond to his name. Between nine and twelve months old, a baby can pick up objects, crawl and even stand with support.

Slow development in infants may be signs of Down's syndrome and other developmental disabilities.

3. TODDLER

As children reach the ages between one and three years, toddlers learn to walk without help, climb stairs and jump in place. They can hold a crayon, draw a circle, stack one block on top of another, use short sentences and even follow simple instructions.

The Centers for Disease Control and Prevention (CDC) recommends screening for autism at 18 to 24 months, or whenever a parent or health care professional has a concern.

4. PRESCHOOL

Between the ages of three and five years, children refine their motor skills. They can throw a ball overhand, skip and hop, stand on one foot for ten seconds or longer, dress themselves, and draw a person with features.

Signs of developmental disabilities, such as cerebral palsy, may appear during this stage of development.

5. SCHOOL AGE

School age children are six to 12 years old. They are capable, confident, independent and responsible. Peer relationships, particularly relationships with friends of the same gender, are important to school age children. The older school age child begins to develop sexual characteristics.

Signs of ADHD, such as trouble staying focused and being easily distracted, may appear in school age children.

<https://www.cdc.gov/ncbddd/actearly/milestones/i/milestones-4mo.html>

Early childhood education

From Wikipedia, the free encyclopedia

Early childhood education (ECE; also **nursery education**) is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE emerged as a field of study during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years, early childhood education has become a prevalent public policy issue, as

municipal, state, and federal lawmakers consider funding for preschool and pre-K. It is described as an important period in a child's development. It refers to the development of a child's personality. ECE is also a professional designation earned through a post-secondary education program. For example, in Ontario, Canada, the designations ECE (Early Childhood Educator) and RECE (Registered Early Childhood Educator) may only be used by registered members of the College of Early Childhood Educators, which is made up of accredited child care professionals who are held accountable to the College's standards of practice.

History. The history of early childhood care and education (ECCE) refers to the development of care and education of children from birth through eight years old throughout history. ECCE has a global scope, and caring for and educating young children has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures, often reflecting family and community structures as well as the social and economic roles of women and men. Historically, such arrangements have largely been informal, involving family, household and community members. After a 20th-century characterized by constant change, including a monumental campaign urging for greater women's rights, women were motivated to pursue a college education and join the workforce. Nevertheless, mothers still face the same challenges as the generations that preceded them on how to care for young children while away at work. The formalization of these arrangements emerged in the nineteenth century with the establishment of kindergartens for educational purposes and day nurseries for care in much of Europe and North America, Brazil, China, India, Jamaica and Mexico.

Preschool education. A **preschool**, also known as **nursery school, pre-primary school, or play school**, is an educational establishment or learning space offering early childhood education to children before they begin compulsory education at primary school.

Preschool education education focuses on educating children from the ages of infancy until six years old (the age varying from country to country). It may be publicly or privately operated, and may be subsidised from public funds.

The system of preschool education varies widely, with different approaches, theories, and practices within different school jurisdictions. The term preschool education includes such programs as **nursery school, day care, or kindergarten**, which are occasionally used interchangeably, yet are distinct entities. While pedagogies differ, there is the general agreement that preschool is responsible for providing education before the commencement of statutory education.

Different preschool environments. The institutional arrangements for preschool education vary widely around the world, as do the names applied to the institutions. The terms usually given to centres for the care of infants—those in the first phase of childhood (about three months to three years of age)—are **infant school, day care, day nursery, and crèche**—the term crèche being used not only in French-speaking countries but also in such places as Scandinavia, the United Kingdom, Poland, Russia, and Israel. For the second phase of early childhood, other institutional names and arrangements exist, the most common being the “**maternal school**” (*école maternelle*), or **nursery school**, and the **kindergarten**. Typically, the maternal school (for ages three to four or five) precedes kindergarten (for ages four or five to six), but in some countries—Italy, for instance—a child goes from the maternal directly to the primary school. In Germany, in addition to the *Kindergarten*, there is the *Schulkindergarten* (**school kindergarten**), which is for children of school age who are not considered sufficiently mature and which therefore serves as a kind of **preparatory school** for primary school. In the United States, kindergarten is considered a part of **primary education**.

The proliferation of preschool education in the twentieth century can be connected to advances in **developmental psychology**, such as in the work of Jean Piaget which revealed the nature of psychological development that occurs in the early years of childhood, and from the educators such as Froebel who recognized that children need stimulation,

particularly that provided by play and role playing, from a young age in order to develop their full potential, as well as from the needs of large numbers of working mothers to provide a good environment for their young children during working hours. Thus, preschool environments vary depending on whether their main focus is care of the children such as in a daycare program, which nonetheless acts as a socialization experience that extends beyond the family and prepares the children for school, and those which were specifically designed to provide early educational experiences for young children, such as the kindergarten.

While it can be argued that young children do not need these experiences as the family should be their primary learning environment, for many children a preschool environment offers experiences, educational, social, and other basic needs that unfortunately may not be satisfied in the home. Preschool education, thus, is a vital component of the development of many young people. Given the importance of the youth of any society for its future, investment in such programs, together with investment in the families who are the primary caregivers and first teachers of their children, can go a long way to support the development of good citizens for the future.

Primary education is typically the first stage of formal education, coming after preschool and before secondary school. Primary education takes place in primary school, the elementary school or first and middle school depending on the location.

The International Standard Classification of Education (ISCED) definition in 1997 posited that **primary education** normally started between the ages of 5 – 8, and was designed to give a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects. By 2011 the philosophy had changed, the *elementary understanding of other subjects* had been dropped in favour of "*to establish a solid foundation for learning*".

The United Nations Children's Fund (UNICEF), believes that providing children with primary education has many positive effects. It:

- decreases poverty,

- decreases child mortality rates,
- encourages gender equality,
- increases environmental understanding.

The ages cited cover a rapidly developing phase of child development. This is studied in the discipline of developmental psychology, which among other things attempts to describe how children learn.

Child development during the primary education phase

Jean Piaget was responsible for establishing the framework that describes the intellectual, moral and emotional development of children. He received a doctorate in 1918 and did post-doctoral research in Zürich and Paris. His thoughts developed in four phases:

1. the sociological model of development- where children moved from a position of egocentrism to sociocentrism. he noticed there was a gradual progression from intuitive to scientific and then socially acceptable responses.
2. the biological model of intellectual development -this could be regarded as an extension of the biological process of the adaptation of the species, showing two on-going processes: assimilation and accommodation.
3. the elaboration of the logical model of intellectual development, where he argued that intelligence develops in a series of stages that are related to age and are progressive because one stage must be accomplished before the next can occur. For each stage of development, the child forms an age-related view of reality.
4. the study of figurative thought- this included memory and perception. Piaget's theory is based upon biological maturation and stages; the notion of readiness is important. Information or concepts should be taught when the students have reached the appropriate stage of cognitive development and not before.

Using this framework, the child's staged development can be examined. Lev Vygotsky's theory is based on social learning, where a MKO (a more knowledgeable other) helps them progress within their ZPD (zone of proximal development). Within the ZPD there are skills that the

child potentially could do but needs to be shown so they can move from yearning to independent proficiency. The assistance or instruction becomes a form of Instructional scaffolding; this term and idea was developed by Jerome Bruner, David Wood, and Gail Ross. These are in the realms of the:

- Intellectual
- Physical
- Learning skills
- Language
- Emotional

2. Read the texts. Perform a semantic analysis of paragraphs. Highlight the information centers in the paragraphs, answering the question: what is the paragraph about? Note that the main idea of the paragraph is expressed in the first sentence as a rule. The location of the information center at the beginning of the paragraph is typical, but other options are possible. Note that other sentences in the paragraph expand and deepen its main idea, as well as substantiate the main ideas of the paragraph (proofs) or illustrate them (examples, data).

Theories of child development

The Developmental Interaction Approach is based on the theories of Jean Piaget, Erik Erikson, John Dewey, and Lucy Sprague Mitchell.

The approach focuses on learning through discovery. Jean Jacques Rousseau recommended that teachers should exploit individual children's interests in order to make sure each child obtains the information most essential to his personal and individual development. The five developmental domains of childhood development include:

Physical

Physical development includes mastering movement, balance and fine and gross motor skills, according to the PBS website. During early childhood, your child's balance improves. He can walk on a line or small balance beam and balance on one foot.

Your child also develops the skill to throw and catch a ball, walk up and down stairs without assistance and do somersaults. At this age your child begins mastering motor skills that allow him to build block towers, draw circles and crosses and use safety scissors.

Social

Social development refers to your child's ability to make and maintain relationships. Your child cooperates with others during early childhood and begins to develop conflict resolution skills. She enjoys attention and may show off, while still showing empathy for others.

At this age your child enjoys group games and begins to understand the concept of playing fairly. She can tell the difference between fantasy and reality, but enjoys imaginative play with friends.

Cognitive

Cognitive development includes skills pertaining to learning and thinking. During early childhood your child develops the ability to sort objects and can organize materials by size or color. His attention span increases and he seeks information through questions, such as "how?" and "when?"

By the end of early childhood, he can count to 10, knows his colors and can read his name. He knows the difference between fact and fiction, making him capable of understanding the difference between the truth and a lie, according to the Child Development Institute.

Communicative

Communicative development includes your child's skills to understand the spoken word and express him/herself verbally.

During early childhood your child goes from speaking in short sentences to speaking in sentences of more than five words. Your child, once understandable only to those closest to him/her, now speaks clearly enough that even strangers understand his/her words.

He/She talks about experiences, shares personal information and understands positional concepts such as up and down. At this age, it becomes possible to carry on a back-and-forth conversation.

Adaptive

Adaptive skills refer to the skills used for daily living, such as dressing, eating, toileting and washing. During early childhood your child learns to dress and undress him/herself without assistance, use utensils for eating and can pour some liquid without assistance. Your child also becomes able to use buttons and snaps and can take care of toileting independently.

To meet those developmental domains, a child has a set of needs that must be met for learning.

Maslow's hierarchy of needs demonstrates the different levels of needs.

Maslow's Hierarchy of Needs

- **Physical:** the way in which a child develops biological and physical functions, including eyesight and motor skills
- **Social:** the way in which a child interacts with others children, develop an understanding of their responsibilities and rights as members of families and communities, as well as an ability to relate to and work with others.
- **Emotional:** the way in which a child creates emotional connections and develops self-confidence. Emotional connections develop when children relate to other people and share feelings.
- **Language:** the way in which a child communicates, including how they present their feelings and emotions, both to other people and to themselves. At 3 months, children employ different cries for different needs. At 6 months they can recognize and imitate the basic sounds of spoken language. In the first 3 years, children need to be exposed to communication with others in order to pick up language. "Normal" language development is measured by the rate of vocabulary acquisition.

- **Cognitive** skills: the way in which a child organizes information. Cognitive skills include problem solving, creativity, imagination and memory. They embody the way in which children make sense of the world. Piaget believed that children exhibit prominent differences in their thought patterns as they move through the stages of cognitive development: sensorimotor period, the pre-operational period, and the operational period.

Vygotsky's socio-cultural learning theory

Russian psychologist Lev Vygotsky proposed a "socio-cultural learning theory" that emphasized the impact of social and cultural experiences on individual thinking and the development of mental processes.

Vygotsky's theory emerged in the 1930s and is still discussed today as a means of improving and reforming educational practices. In Vygotsky's theories of learning, he also had the theory of zone proximal development. This theory ties in with children building off of prior knowledge and gaining new knowledge related to skills they already have. In the theory it describes how new knowledge or skills are taken in if they are not fully learned but are starting to emerge. Once the skills are starting to be learned they need to be supported and taught to the person. Each child has different zones of proximal development as they grow. In each zone of proximal development, they build on skills and grow by learning more skills in their proximal development range. They build on the skills by being guided by teachers and parents. The theory also describes how even with teaching, it can't alter a child's development at any time. They must build off of where they are in their zone of proximal development.

Vygotsky argued that since cognition occurs within a social context, our social experiences shape our ways of thinking about and interpreting the world. People such as parents, grandparents, and teachers play the roles of what Vygotsky described as knowledgeable and competent adults. Although Vygotsky predated social constructivists, he is commonly classified as one. Social constructivists believe that an individual's cognitive system is a resditional learning time. Vygotsky advocated that

teachers facilitate rather than direct student learning. Teachers should provide a learning environment where students can explore and develop their learning without direct instruction. His approach calls for teachers to incorporate students' needs and interests. It is important to do this because students' levels of interest and abilities will vary and there needs to be differentiation.

However, teachers can enhance understandings and learning for students. Vygotsky states that by sharing meanings that are relevant to the children's environment, adults promote cognitive development as well. Their teachings can influence thought processes and perspectives of students when they are in new and similar environments. Since Vygotsky promotes more facilitation in children's learning, he suggests that knowledgeable people (and adults in particular), can also enhance knowledges through cooperative meaning-making with students in their learning. Vygotsky's approach encourages guided participation and student exploration with support. Teachers can help students achieve their cognitive development levels through consistent and regular interactions of collaborative knowledge-making learning processes.

Piaget's constructivist theory

Jean Piaget's constructivist theory gained influence in the 1970s and '80s. Although Piaget himself was primarily interested in a descriptive psychology of cognitive development, he also laid the groundwork for a constructivist theory of learning. Piaget believed that learning comes from within: children construct their own knowledge of the world through experience and subsequent reflection. He said that "if logic itself is created rather than being inborn, it follows that the first task of education is to form reasoning." Within Piaget's framework, teachers should guide children in acquiring their own knowledge rather than simply transferring knowledge.

According to Piaget's theory, when young children encounter new information, they attempt to accommodate and assimilate it into their existing understanding of the world. Accommodation involves adapting mental schemas and representations in order to make them consistent with

reality. Assimilation involves fitting new information into their pre-existing schemas. Through these two processes, young children learn by equilibrating their mental representations with reality. They also learn from mistakes.

A Piagetian approach emphasizes experiential education; in school, experiences become more hands-on and concrete as students explore through trial and error. Thus, crucial components of early childhood education include exploration, manipulating objects, and experiencing new environments. Subsequent reflection on these experiences is equally important.

Piaget's concept of reflective abstraction was particularly influential in mathematical education. Through reflective abstraction, children construct more advanced cognitive structures out of the simpler ones they already possess. This allows children to develop mathematical constructs that cannot be learned through equilibration — making sense of experiences through assimilation and accommodation — alone.

According to Piagetian theory, language and symbolic representation is preceded by the development of corresponding mental representations. Research shows that the level of reflective abstraction achieved by young children was found to limit the degree to which they could represent physical quantities with written numerals. Piaget held that children can invent their own procedures for the four arithmetical operations, without being taught any conventional rules.

Piaget's theory implies that computers can be a great educational tool for young children when used to support the design and construction of their projects. McCarrick and Xiaoming found that computer play is consistent with this theory. However, Plowman and Stephen found that the effectiveness of computers is limited in the preschool environment; their results indicate that computers are only effective when directed by the teacher. This suggests, according to the constructivist theory, that the role of preschool teachers is critical in successfully adopting computers.

Kolb's experiential learning theory

David Kolb's experiential learning theory, which was influenced by John Dewey, Kurt Lewin and Jean Piaget, argues that children need to experience things in order to learn: "The process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience." The experiential learning theory is distinctive in that children are seen and taught as individuals. As a child explores and observes, teachers ask the child probing questions. The child can then adapt prior knowledge to learning new information.

Kolb breaks down this learning cycle into four stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Children observe new situations, think about the situation, make meaning of the situation, then test that meaning in the world around them.

The Perry Preschool Project

The Perry Preschool Project, which was conducted in the 1960s in Ypsilanti, Michigan, is the oldest social experiment in the field of early childhood education and has heavily influenced policy in the United States and across the globe. The experiment enrolled 128 three- and four-year-old African-American children with cognitive disadvantage from low-income families, who were then randomly assigned to treatment and control groups. The intervention for children in the treatment group included active learning preschool sessions on weekdays for 2.5 hours per day. The intervention also included weekly visits by the teachers to the homes of the children for about 1.5 hours per visit to improve parent-child interactions at home.

Initial evaluations of the Perry intervention showed that the preschool program failed to significantly boost an IQ measure. However, later evaluations that followed up the participants for more than fifty years have demonstrated the long-term economic benefits of the program, even after accounting for the small sample size of the experiment, flaws in its randomization procedure, and sample attrition.^[74] There is substantial

evidence of large treatment effects on the criminal convictions of male participants, especially for violent crime, and their earnings in middle adulthood. Research points to improvements in non-cognitive skills, executive functioning, childhood home environment, and parental attachment as potential sources of the observed long-term impacts of the program. The intervention's many benefits also include improvements in late-midlife health for both male and female participants.

Research also demonstrates spillover effects of the Perry program on the children and siblings of the original participants. A study concludes, "The children of treated participants have fewer school suspensions, higher levels of education and employment, and lower levels of participation in crime, compared with the children of untreated participants. Impacts are especially pronounced for the children of male participants. These treatment effects are associated with improved childhood home environments." The study also documents beneficial impacts on the male siblings of the original participants. Evidence from the Perry Preschool Project is noteworthy because it advocates for public spending on early childhood programs as an economic investment in a society's future, rather than in the interest of social justice.

3. Read the sentences and indicate whether they correspond to the content of the texts (true /false). In case of discrepancy, please indicate the correct option.

1. Early childhood education relates to the teaching of children (formally and informally) from birth up to the age of twelve..
2. The history of early childhood care and education (ECCE) refers to the development of care and education of children from birth through eight years old throughout history.
3. Preschool education education focuses on educating children from the ages of infancy until two years old.
4. While pedagogies differ, there is the general agreement that preschool is responsible for providing education before the commencement of statutory education.

5. A family should be the only primary learning environment for preschool children.
6. Primary education is typically the last stage of formal education, coming after preschool and before secondary school.
7. Information or concepts should be taught when the students have reached the appropriate stage of cognitive development or before.
8. Primary education takes place in primary school, the elementary school or first and middle school depending on the location.
9. Providing children with primary education has many negative effects. It increases poverty, child mortality rates, encourages gender equality and decreases environmental understanding.
10. Child development is studied in the discipline of developmental psychology, which among other things attempts to describe how children learn.

4. Vocabulary Focus.

a) Find the definitions of the following terms in the texts.

ECE, ECCE, a preschool, preschool education, primary education.

b) Define the theories of child development in short.

The five developmental domains of childhood development (Jean Jacques Rousseau); Maslow's Hierarchy of Needs; Vygotsky's socio-cultural learning theory; Piaget's constructivist theory; Kolb's experiential learning theory; The Perry Preschool Project.

c) The following terms may be used for educational institutions for this age group. Match the terms (types of education) from the left column with the definitions given in the right column.

<i>Term</i>	<i>Definition</i>
Pre-Primary	<ul style="list-style-type: none"> from 6 weeks old to 6 years old- is an educational childcare service a parent can enroll their child(ren) in before primary school. This can also be used to define services for children younger than kindergarten age, especially in countries where kindergarten is compulsory. The pre-primary program takes place in a nursery school.
Nursery school (UK and US)	<ul style="list-style-type: none"> from 4 to 5 years old- held in Nursery School and is an initiative to improve access to pre-primary schools for children in the USA. There is much more than teaching a child colors, numbers, shapes and so on.
Daycare (US)	<ul style="list-style-type: none"> from 0 months to 2½ years old – held in a Nursery School, but can also be called "a child care service" or a "crèche".
Preschool (US and UK)	<ul style="list-style-type: none"> from 5 to 6 years old- held in a Nursery School and/or some primary elementary schools; in many parts of world (less so in English speaking countries) it refers to the first <u>stages of formal education</u>.
<u>Pre-K</u> (or Pre- Kindergarten)	<ul style="list-style-type: none"> from 0 months to 5 years old- is a pre-primary educational child care institution which includes Preschool.
<u>Kindergarten</u> (US)	<ul style="list-style-type: none"> from 2 to 5 years old- held in a Nursery School; readiness has to do with whether the child is developmentally appropriate, potty training is a big factor, so a child can start as early as 2 years old. Preschool education is important and beneficial for any child attending nursery school because it gives the child a head start through social interactions. Through cognitive, psychosocial and physical development-based learning a child in preschool will learn about their environment and how to verbally communicate with others. Children who attend Preschool learn how the world around them works through play and communication.

5. Grammar Focus.

a) Write sentences, arranging words and phrases according to the main rule of English.

1. is, part, in, United States, considered, education, the, of, kindergarten, a, primary
2. stages, and, is, upon, biological, Piaget's, maturation, theory, based
3. A, approach, education, emphasizes, experiential, Piagetian
4. to, to, children, learn, experience, in, need, order, things
5. in, Perry, is, oldest, Project, the, experiment, the, early, field, childhood, Preschool, social, education, the, of

b) Write sentences using the phrases below.

focuses on, refers to, includes, emphasized, refer to, was influenced by, demonstrates

1. Physical development ... mastering movement, balance and fine and gross motor skills.
2. Social development ... your child's ability to make and maintain relationships.
3. Cognitive development ... skills pertaining to learning and thinking.
4. Communicative development ... your child's skills to understand the spoken word and express him/herself verbally.
5. Adaptive skills ... the skills used for daily living.
6. Maslow's hierarchy of needs ... the different levels of needs.
7. Russian psychologist Lev Vygotsky ... the impact of social and cultural experiences on individual thinking and the development of mental processes.
8. David Kolb's experiential learning theory ... John Dewey, Kurt Lewin and Jean Piaget.
9. The Developmental Interaction Approach ... learning through discovery.

c) Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.

1. International agreements

... first World Conference on Early Childhood Care and Education took place ... Moscow ... 27 ... 29 September 2010, jointly organized ... UNESCO and the city ... Moscow. The overarching goals of ... conference ... to:

- Reaffirm ECCE as a right ... all children and as the basis ... development
- Take stock ... the progress ... Member States towards achieving the EFA Goal 1
- Identify binding constraints ... making the intended equitable expansion ... access ... quality ECCE services
- Establish, ... concretely, benchmarks ... targets ... the EFA Goal 1 ... 2015 and beyond
- Identify key enablers ... should facilitate Member States ... reach ... established targets
- Promote global exchange ... good practices

According ... UNESCO, ... **preschool curriculum** ... one that delivers educational content through daily activities and furthers ... child's physical, cognitive, ... social development. Generally, preschool curricula ... only recognized ... governments if ... are based ... academic research and reviewed by peers.

Preschool for Child Rights ... pioneered into preschool curricular areas and ... contributing into child rights through ... preschool curriculum.

2. Curricula ... early childhood care ... education (ECCE) ... the driving force behind ... ECCE programme. ... is 'an integral part ... the engine that, ... with the energy and motivation ... staff, provides the momentum ... makes programmes live'. It follows therefore that ... quality of ... programme ... greatly influenced ... the quality of ... curriculum. ... early childhood, these may ... programs ... children ... parents, including health

and nutrition interventions and prenatal programs, ... well ... center-based programs ... children.

Curricula ... pre-school children have long ... a hotbed ... debate. Much of ... revolves ... content and pedagogy; the extent to which academic content ... be included in ... curriculum and whether formal instruction ... child-initiated exploration, supported ... adults, is ... effective. Proponents ... an academic curriculum ... likely ... favour a focus ... basic skills, especially literacy ... numeracy, and structured pre-determined activities ... achieving related goals. Internationally, there ... strong opposition ... this type ... early childhood care ... education curriculum and defense of ... broad-based curriculum ... supports a child's overall development including health ... physical development, emotional ... spiritual well-being, social competence, intellectual development ... communication skills. The type ... document that emerges ... this perspective ... likely ... be more open, offering ... framework ... teachers and parents ... use ... develop curricula specific to ... contexts.

3. Orphan Education

A lack ...education during the early childhood years ... orphans ... a worldwide concern. Orphans ... at higher risk ... "missing ... on schooling, living ... households ... less food security, and suffering ... anxiety and depression." Education ... these years has the potential ... improve a child's "food ... nutrition, health care, social welfare, and protection." ... crisis ... especially prevalent ... sub-saharan Africa which ... been heavily impacted ... the aids epidemic. UNICEF reports ... "13.3 million children (0-17 years) worldwide ... lost ... or both parents to AIDS. ... 12 million of these children live ... sub-Saharan Africa." Government policies such ... The Free Basic Education Policy ... worked ... provide education ... orphan children in ... area, but ... quality and inclusiveness of ... policy ... brought criticism.

4. Winnetka Plan, widely imitated educational experiment in individualized ungraded learning, developed ... 1919 ... the leadership of Carleton Washburne in the elementary school system ... Winnetka, Ill.,

U.S. ... Winnetka Plan grew ... of the reaction ... many educators to the uniform grading system ... held all children to ... same rate ... progress. Children participating ... the Winnetka Plan might ... working in several grades ... once. The curriculum ... set up ... two sections: the common essentials, ... was grade work divided ... specific tasks to ... learned ... each child individually; and creative activities, ... included art, literature, music appreciation, crafts, drama, and physical activities. ... the common-essentials section of grade work, *a* pupil ... move on ... soon ... the material had ... mastered. ... second section had ... achievement standards: each pupil did ... much or ... little as ... wished.

5. Origins

In an age ... school ... restricted ... children who ... already learned ... read and write ... home, ... were many attempts ... make school accessible ... orphans ... to the children ... women ... worked ... factories.

... 1779, Johann Friedrich Oberlin ... Louise Scheppler founded ... Strassbourg an early establishment ... caring for and educating preschool children ... parents ... absent ... the day. At ... the same time, ... 1780, similar infant establishments ... established ... Bavaria. ... 1802, Pauline zur Lippe established ... preschool center ... Detmold.

In 1816, Robert Owen, ... philosopher ... pedagogue, opened ... first British and probably globally ... first infant school ... New Lanark, Scotland. In conjunction ... his venture for cooperative mills Owen wanted the children to ... given a good moral education so that they ... be fit for work. ... system ... successful ... producing obedient children ... basic literacy ... numeracy.

Samuel Wilderspin opened ... first infant school ... London ... 1819, and went on ... establish hundreds He published ... works ... the subject, and ... work became the model ... infant schools ... England and further afield. Play ... an important part ... Wilderspin's system ... education. He ... credited ... inventing the playground. ... 1823, Wilderspin published *On the Importance of Educating the Infant Poor*, based ... the school. ... began working ... the Infant School Society the next year, informing others ... his views. He ... wrote "The Infant System,

for developing the physical, intellectual, and moral powers of all children ... one ... seven years ... age".

6. Pre-primary and primary education in England

...some areas ... England ... are nursery schools ... children ... 5 years ... age. ... children ... two and five receive education ... nursery classes ... in infants' classes ... primary schools. ... children attend informal preschool play-groups organized ... parents ... private homes. Nursery schools ... staffed ... teachers ... students in training. There ... all kinds ... toys ... keep the children busy ... 9 o'clock ... the morning ... 4 o'clock in ... afternoon – ... their parents are ... work. ... the babies play, lunch ... sleep. They ... run about and play ... safety ... someone keeping ... eye ... them.

For day nurseries ... remain open ... the year ... the parents pay ... to their income. ... local education authority's nurseries ... free. ... only about three children in 100 ... go ... them: there aren't ... places, and the waiting lists ... rather long.

... children start school ... 5 in a primary school. ... primary school ... be divided ... two parts – infants ... juniors. ... infants school reading, writing and arithmetic ... taught ... about 20 minutes ... day ... the first year, gradually increasing ... about 2 hours ... their last year. There ... usually ... written timetable. ... time ... spent in modeling ... clay ... drawing, reading ... singing. ... the time children ... ready ... the junior school they will ... able ... read and write, do simple addition and subtraction ... numbers.

... 7 children go on ... the infant school ... the junior school. ... marks the transition ... play ... 'real work'. The children have set periods ... arithmetic, reading and composition which ... all Eleven-Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming ... also ... the timetable.

Pupils ... streamed, according ... their ability ... learn, ... A, B, C and D streams. ... least gifted ... in the D stream. Formerly ... the end of ... fourth year the pupils wrote their Eleven-Plus Examination. The hated 11 + examination ... a selective procedure

on which ... only the pupils' future schooling ... their future careers depended. The abolition ... selection ... Eleven-Plus Examination brought ... life comprehensive schools ... pupils ... get secondary education.

6. Read the texts. Cut short sentences and parts of sentences that do not contain basic information. Make appropriate changes to the sentences. Write down the shortened versions.

Russian Federation. Preprimary & Primary Education

Preprimary education

Preprimary education in Russia exists in the form of nursery schools (*yasli*) for infants aged six-weeks- to three-years-old and kindergartens (*detsady*) for children aged three- to six-years-old. In many cases the two types are located in the same building. The facilities include half-day, all-day, and boarding schools. They vary from year-round to seasonal institutions, the latter predominantly in rural areas. Special facilities are set up for children with physical and mental disabilities. Private preschools are emerging in addition to the state ones. A recent development, family nursery schools and kindergartens, is gradually gaining popularity.

Alongside with games and outdoor recreational activities, preschool programs, especially in the last year of kindergarten, include classes, which would prepare the children for primary school: language development, instruction in reading, writing, counting, singing, dancing, and art. The nationwide interest for foreign languages accounts for their introduction into preschool curricula. An important part of preprimary education is the organization of concerts and parties, especially for the national holidays.

Although specialists have different opinions about the future of preprimary education in Russia, they all agree that the main goal is to preserve and develop the existing facilities. On the average the network continues to lose 3,500 preschools a year. Over the last decade, the reduction amounted to almost 40 percent. The improved facilities

accommodate a limited number of children from well-to-do families, while the demand for preschool education remains unsatisfied.

The plan of the government is to include preprimary institutions in the system of general compulsory education and develop flexible programs with an individual attendance schedule in order to prepare five- and six-year-olds for school. The changes in the organizational structure will be based on the distinction between preschool education and daycare as a form of federal aid to low-income families.

Another area that needs to be improved is the content of preschool education. It has been criticized for "invading" the primary school educational space. Teachers, doctors, and parents believe that it is unacceptable to overload children of preschool age and thus deprive them of the period of childhood, which has a value of its own. In order to reform the content of preschool education, a competition was organized in 2000. The winners' program has become the basis for the development of the state standards, which are expected to ensure the children's smooth transition from the preprimary to the primary school level.

Primary education

The history of Russian primary education is connected with monastery schools, which emerged in the eleventh century and gave children moral and religious instruction. In the fourteenth to sixteenth centuries, "masters of literacy" taught small groups of students or tutored them individually. The foundations of the primary schooling system were laid in the early 1700s under Peter the Great.

In 1782 the Commission on Establishing Schools worked out a structure of general primary education, which was introduced in 1786. *The Charter of Educational Establishments* of 1804 created a network of one-year parish schools. The mid-eighteenth century was marked by the development of primary schools for peasants and pronounced interest for educating female students. The reforms of the 1860s committed primary schools to disseminating basic knowledge and religion, establishing centralized administration of the school system, and introducing uniform curricula and textbooks. Primary education of this period was significantly

influenced by the progressive social movement and the publication of pedagogical journals and books, especially by K.D. Ushinsky.

The Statute *On Unified Labor School* published in 1918 after the October Revolution decreed five years of primary schooling, which were later replaced by four years. In 1934, after the reconstruction of the Soviet school system, primary learning became the first stage of the unified general education system based on the principles of continuity and transferability.

Over the next decades the curricula and syllabi for primary schools were systematically revised and altered, depending on the political and economic situation in the country. In the 1970s the number of grades in primary school was reduced to three. The educational crisis of the 1980s made it obvious that the standardized school programs permeated with Communist ideology required urgent changes. The 1984 school reform lowered the school age to six, thus returning to a four-year primary school and trying to incorporate the world experience into Soviet education. The revolutionary political changes of the late 1980s initiated "deideologization" and "depolitization" of the school system.

However, most parents, teachers, and doctors did not enthusiastically hail the transition to four-year primary schooling. The reform could not be carried out for many socioeconomic reasons: insufficient numbers of classrooms and teachers, absence of necessary facilities and equipment, and inadequate psychological and professional teacher training. As a result, a two-track primary education system developed by the end of the 1990s. According to the new program, children can start school at six years of age and study for four years, before they go on to the secondary level. The alternative is to enter the first grade at the age of seven and follow the lines of the traditional, more intensive curriculum, when the same material is covered in three years. In this case children skip grade four of primary school and go directly to the fifth grade. Though this process is somewhat confusing, it preserves the uniformity on the secondary school level. Educators hope that the coexistence of the two tracks will allow them to complete the reform by gradual transition to the four-year primary school program.

The subjects taught on the primary level include Russian (and/or another native language for non-Russian students), reading, mathematics, nature studies, physical training, music, and art. Though the content of education is based on the state educational standards, schools and individual teachers have acquired more freedom in developing curricular and teaching materials. *Gymnasiums*, *lyceums*, and private schools introduce additional subjects (e. g., foreign languages, dancing). All the classes, except music, art, and physical training, are taught by one teacher who is also in charge of extracurricular activities (excursions, field trips, concerts, parties, and celebration of national holidays).

The school year always starts on September 1. Though uniforms are no longer enforced in most of the schools, children, especially first-graders, wear white shirts or blouses. Primary school students study five or six days a week and usually have four 40-45 minute classes a day. The intervals between classes vary from 5 to 25 minutes. Each student has a special record book (*dnevnik*) for writing down the schedule and home assignment every day of the week. The teacher uses the *dnevnik* to record the student's grades and remarks about his or her behavior. It is considered to be an effective method of the teacher's communication with parents. The academic year is organized on a quarterly basis, with four vacations (a week in early November, two weeks for the New Year and Christmas, a week at the end of March, and three months in the summer). Students are graded for every subject at the end of each quarter and the academic year. The grading is numerical: five, excellent; four, good; three, fair; and two, poor (failure).

<https://education.stateuniversity.com/pages/1268/>

7. Read the text. Title it. Plan the text. Highlight sentences that carry the basic information of each semantic part (information centers of paragraphs). Place a question to each part of the text. Compile and write down a condensed version of the text, omitting sentences and parts of sentences that do not contain basic information. Make all the necessary changes to the resulting text.

Early childhood education often focuses on learning through play, based on the research and philosophy of **Jean Piaget**, which posits that play meets the physical, intellectual, language, emotional, and social needs (PILES) of children. Children's curiosity and imagination naturally evoke learning when unfettered. Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children. In this, children learn through their interactions with others. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.

Tassoni suggests that "some play opportunities will develop specific individual areas of development, but many will develop several areas." Thus, it is important that practitioners promote children's development through play by using various types of play on a daily basis. Allowing children to help get snacks ready helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication. Key guidelines for creating a play-based learning environment include providing a safe space, correct supervision, and culturally aware, trained teachers who are knowledgeable about the Early Years Foundation.

Davy states that the British Children's Act of 1989 links to play-work as the act works with play workers and sets the standards for the setting such as security, quality and staff ratios. Learning through play has been seen regularly in practice as the most versatile way a child can learn. **Margaret McMillan** (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty of exercise to keep them physically and emotionally healthy. **Rudolf Steiner** (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. **Maria Montessori** (1870-1952) believed that children learn through movement and their senses and after doing an activity using their senses. The benefits of being active for young children include physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep. When young students have group play time it also helps them to be more empathetic towards each other.

In a more contemporary approach, organizations such as the National Association of the Education of Young Children (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally appropriate learning as tenets of early childhood education. A study by the Ohio State University also analyzed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom "helped students develop social skills that transferred to other areas." Specific outcomes included students being more helpful, cooperative and thoughtful with other students. Negative outcomes included children feeling excluded and showing frustration with game rules.

Piaget provides an explanation for why learning through play is such a crucial aspect of learning as a child. However, due to the advancement of technology, the art of play has started to dissolve and has transformed into "playing" through technology. **Greenfield**, quoted by the author, **Stuart Wolpert**, in the article "Is Technology Producing a Decline in Critical Thinking and Analysis?", states, "No media is good for everything. If we want to develop a variety of skills, we need a balanced media diet. Each medium has costs and benefits in terms of what skills each develops." Technology is beginning to invade the art of play and a balance needs to be found.

Many oppose the theory of learning through play because they think children are not gaining new knowledge. In reality, play is the first way children learn to make sense of the world at a young age. Research suggests that the way children play and interact with concepts at a young age could help explain the differences in social and cognitive interactions later. When learning what behavior to associate with a set action can help lead children on to a more capable future. As children watch adults interact around them, they pick up on their slight nuances, from facial expressions to their tone of voice. They are exploring different roles, learning how things work, and learning to communicate and work with others. These things cannot be taught by a standard curriculum, but have to be developed through the method of play. Many preschools understand the importance of play and have designed their curriculum around that to allow children to

have more freedom. Once these basics are learned at a young age, it sets children up for success throughout their schooling and their life.

Many say that those who succeed in kindergarten know when and how to control their impulses. They can follow through when a task is difficult and listen to directions for a few minutes. These skills are linked to self-control, which is within the social and emotional development that is learned over time through play among other things.

From Wikipedia, the free encyclopedia

8. Read the text. Title it. Split it into semantic parts. Plan the text. Highlight sentences that carry basic information for each semantic part (information centers of paragraphs). Put a question to each part of the text, write the keywords. Retell the text using the plan and keywords.

A preschool teacher is a type of early childhood educator who instructs children from 2 to age 4, which stands as the youngest stretch of early childhood education. Early childhood education teachers need to span the continuum of children from birth to age 8. The term "pre-kindergarten" refers to those lead teachers who offer instruction in a program for four-year-olds funded as part of the state public school system. Preschool teachers must be able to work well and interact with young children, sometimes as young as 2 years 9 months. Preschool children have a short attention span and their worries are usually fairly simple. Most preschoolers are loving, affectionate, and playful, and like to play games, be read to, or play with toys. Teachers seeking to be early childhood educators must obtain certification, among other requirements. "An early childhood education certification denotes that a teacher has met a set of standards that shows they understand the best ways to educate young students aged 3 to 8." Early childhood educators must have knowledge in the developmental changes during early childhood and the subjects being taught in an early childhood classroom. These subjects include language arts and reading, mathematics, and some social studies and science. Early childhood educators must also be able to manage classroom behavior. Positive reinforcement is one popular method for managing

behavior in young children. Teacher certification laws vary by state in the United States. In Connecticut, for example, these requirements include a bachelor's degree, 36 hours of special education courses, passing scores on the Praxis II Examination and Connecticut Foundations of Reading Test and a criminal history background check. **Men in early childhood education** comprise a very low minority in the profession. Early childhood education is among the most female-dominated industries in terms of employment. Based on studies, estimates on the percentage of workers in the sector who are men include 1.4%, 2%, 2.4%, and 3%. There a variety of negative factors related to men in early childhood education that are reasons for the low percentage and/or present challenges and disadvantages to men already working in the field:

1. The care and education of young children is commonly seen as an extension of women's roles as mothers. Society tends to see women as the adults who stay home and care for the children. This, society generally considers the ECE field to be a “women’s profession”, perceiving it as one where women understand it and perform much better than men.
2. Many men who might otherwise consider entering the field, choose not to for fears of being labeled as gay, or not a “real man”.
3. Some people perceive all women to be safe with working directly with young children, whereas any man would be considered suspect for being in the profession, having ulterior motives such as pedophilia or child abuse.
4. Societally, men are typically the breadwinner of the family. But early childhood education is a low-paying field. This makes the breadwinner model much more difficult for men to follow compared to other professions.

Men in early childhood education offer distinct benefits that are either rare, difficult, or impossible to attain in an all-female teacher setting:

- 1) Whereas women tend to foster a nurturing, calm, and positive environment, men promote a more active and physical environment. This can be particularly meaningful for boys, as their styles of play, learning, and thinking are more likely to be valued, accepted, and expanded. For girls, it can expose them to new ways of playing, learning, and thinking that they may not have experienced before.

- 2) Fathers of children will have someone that they can more closely relate to in their parenting experiences, particularly single fathers because they are raising children alone and thus will likely need to be more autonomous in their parenting life.
- 3) Children of single mothers greatly benefit from having a father figure when there is none present in the home. This can happen for reasons such as divorce, separation, abandonment, and incarceration, among others. Additionally, such children have the opportunity experience a positive male role model.
- 4) When there are men in their early education settings, children are able to observe and experience positive professional relationships between men and women. At a young age, children absorb much of what is modeled in front of them, so those relationships have a huge lasting impact on them.
- 5) Male and female brains process information differently. Thus, male educators offer a new perspective when dealing with situations involving the children.
- 6) Early childhood settings that previously had an all-female teaching staff may have had gender issues that no one recognized before. Having a male can challenge those stereotypes in relation to toys and activities.

Due to the rarity of men in early childhood education, men who do choose to enter the profession can find it easy to obtain employment, and may have more employment options, because of the preference for hiring men. In essence, men tend to have slightly more leverage or pull compared to women with similar qualifications. This is similar to affirmative action. Men in the field may also find rapid promotions to more prestigious and/or lucrative positions compared to their female peers.

9. Read the text. Highlight the main idea of each part of the text and formulate it as a thesis taking into account the questions to the paragraphs. Discuss the questions asked and your answers with your group mates.

Preschool education. Goals of preschool education. Why preschool education is so important for each child?

1. What does a preschool teacher do? What is the role of preschool teacher in child development? What are educational requirements for preschool teachers today?

A preschool teacher needs to be proficient in helping children learn how to cooperate; providing fun learning activities suitable for preschoolers; keeping children safe; working as a team member along with other teachers; and interacting with parents.

Preschool teachers need to be eager participants in children's growth and development, as well as helping students understand how to use their natural curiosity to help make the appropriate developmental leaps in their skills and abilities. These workers play an important role in a child's development by caring for the child when parents are at work or away for other reasons. They help children explore their interests, develop their talents and independence, build self-esteem and learn how to behave with others.

Preschool teachers must be able to work well and interact with young children. They explain reading, writing, science, and other subjects in a way that young children can understand. A preschool teacher might use storytelling and rhyming and acting games to improve social skills or introduce scientific and mathematical concepts. Most preschool settings employ a less structured approach, including small-group lessons, one-on-one instructions and learning through creative activities, such as music, art and dance. They are expected to create an atmosphere where risks can be taken and discoveries made while children remain safe.

2. Why kindergarten is necessary for children? Does cognitive and intellectual growth increase in kindergarten children? How?

A child's future progress at school and in adult life depends on his preschool education. Kindergarten is a time in which children explore their own feelings, identities, and social relationships with others.

Kindergarten children are natural learners, full of wonder about the world and ripe for rapid intellectual development. Their cognitive growth comes primarily from hands-on experiences, exploration, investigation, and play rather than from listening to the teacher.

Kindergarten children's vocabulary and ability to express ideas are developing rapidly.

Also children vary in physical development and abilities, most kindergarten children are full of energy and enjoy physical activities.

The Kindergarten year is an important to develop both independence and the ability to work cooperatively with others. At this age children enjoy being trusted with responsibility. Although they may still see things from their own perspective, they are learning how to share, take turns, help one another. Kindergarten is necessary for children, it is a great school of life.

3. Kindergarten learning. Is it a good experience for children?

Why? What skills do children develop through the play with blocks?

Preschool teachers must be able to work well and interact with young children. They explain reading, writing, science, and other subjects in a way that young children can understand. A preschool teacher might use storytelling and rhyming and acting games to improve social skills or introduce scientific and mathematical concepts. Most preschool settings employ a less structured approach, including small-group lessons, one-on-one instructions and learning through creative activities, such as music, art and dance. They are expected to create an atmosphere where risks can be taken and discoveries made while children remain safe. The Kindergarten program is designed to help children build on their prior knowledge and experiences, form concepts, acquire foundational skills, and form positive attitudes to learning as they begin to develop their goals for lifelong learning. Block center. When children place one block on top of another, they learn basic science concepts such as balance, size and weight relations. When children make a barn for play animals, they learn to use their imagination and gain self-confidence to try their own ideas. Even

clean-up time promotes learning. Important beginning math skills are learned as blocks are sorted and classified.

4. Preschool education. What are the goals of preschool education?

Why preschool education is so important for each child?

Preschool education and kindergarten emphasize learning around the ages of 3-6 years. The important objective of the overall educational system is to provide preschool education for every child. Preschool education lays the foundation of a child's character and cultivates his habits and emotions. Kindergarten is a time which children explore their own feelings, identities, and social relationships with others. Preschool teachers help their students learn mainly through play and interactive activities, capitalizing on children's play to further language and vocabulary development. They explain reading, writing, science, and other subjects in a way that young children can understand. The Kindergarten is an important time to develop independence and the ability to work cooperatively with others. At this age, children enjoy being trusted with responsibility, such as doing errands, bringing things from home, and helping solve practical problems. Although they may still see things from their own perspective, they are learning how to share, take turns, help one another, and show empathy toward others. In other words, they are developing a sense of social responsibility.

5. Preschool education. What are the advantages of preschool?

What are the difficulties that face the children who did not attend the kindergarten.

Preschool education and Kindergarten emphasize learning around the ages of 3-6 years.

The terms "day care" and "child care" do not convey the educational aspects, although many childcare centers are now using more educational approaches. Preschool teachers help their students learn mainly through play and interactive activities. They explain reading, writing, science, and other subjects in a way that young children can understand.

Most preschool settings employ a less structured approach, and learning through creative activities, such as music, art and dance.

Preschool teacher important role in a child's development by caring for the child when parents are work or away for other reasons. Some parents enroll their children in nursery schools or child-care centers. They help children explore their interests, develop their talents and independence, build self-esteem, and learn how to behave with others.

Good programs feature a wide variety of fun activities — including singing, dancing, arts and crafts, storytelling, free play, and both indoor and outdoor games and projects — designed to teach children different skills. Children may also learn some academic basics such as counting and the alphabet.

Plus, most preschool teachers have training in early childhood education, so they know what to expect from your child developmentally and are able to help her along accordingly.

Children in preschool also have the opportunity to socialize with other kids their age, an appealing advantage for parents who used a nanny or relative care when their children were younger.

6. Preschool education and computer. What are the advantages and the disadvantages of the computer using from an early age.

Computer technology is rapidly transforming society. Parents, teachers and other adults who work with children can teach children to make a good choices about the time they spend with computers. Children have opportunities to use computer technology more actively to create, to design, to invent and to collaborate with children. They are used in reading, writing, mathematics, science and social studies instruction.

There are those advantages of the computer using from an early age:

- Computer develop introduces educational, spatial and logical skills
- Stimulates language, improves long-term memory
- Boosts problem-solving skills
- Prepares children for future computer use

There are those disadvantages:

- Simply selecting and watching a screen is a pallid substitute for real mental activity
- Preschooler's muscles and bones are still developing, but computers are rarely set up properly for children.
- Physical problems can also result from sitting too close to the computer screen.

7. Preschool establishment. What are the types of preschool establishment? What are general objectives of preschool establishments?

The important objective of the overall educational system is to provide preschool educational for every child. Preschool education lays the foundation of a child's character and cultivates his habits and emotions. A child's future progress at school and in adult life may greatly depend on his preschool education which is the initial link in the chain of public education.

Kindergarten is a time for learning more appropriate ways of interacting with others. Many kindergarten children are also developing a sense of humour, and show delight in nonsense rhymes and playing with language.

Kindergarten children are natural learners, full of wonder about the world and ripe for rapid intellectual development.

Kindergarten children's vocabulary and ability to express ideas are developing rapidly. Most Kindergarten children's are full of energy and enjoy physical activities. They are developing a sense of rhythm and enjoy activities accompanied by music, such as clapping, marching, and jumping. The Kindergarten year is an important time to develop both independence and the ability to work cooperatively with others. They are developing a sense of social responsibility.

According to the emphasis of the group and the age of the child, there are eight different types of preschool education establishments: kindergartens, kindergartens for very young children (from two months to three years), kindergartens for children of older preschool age (from five to seven years old), combined kindergartens, compensatory kindergartens,

supervision and health improvement kindergartens, general kindergartens with priority activities in one aspect of child development, and child development centre-kindergartens.

8. The role of kindergarten in child development. What abilities and skills do children develop in kindergarten?

Kindergarten emphasizes learning around the ages of 3-6 years. Kindergarten introduces young children to a school environment. It teaches them to sit and listen, to obey teachers, and to cooperate with other children. Young children's brains are developing rapidly, and each experience leaves its mark on their mental pathways. However, studies have shown that children who attend kindergarten derive many benefits from the experience. Kindergarten has been shown to be important to children success in and adjustment to elementary school as well as their success in later years. The kindergarten environment including physical, social and organizational attributes. In kindergarten children develop those skills and abilities:

- Spatial and logical skills
- Boosts problem-solving skills
- Cooperate with others children, Follows a simple direction
- Motor skills, language skills, reading skills, writing skills
- Mathematics skills, creative arts and music

9. Teaching methods. What are they? What teaching methods are the most effective?

Teaching is defined as the interaction of a teacher and children over a subject.

Teaching will become more effective when we consciously choose to employ teaching strategies, when we broaden our repertory of **methods** such as: training and coaching (developing basic and advanced skills by using clear objectives), lecturing and explaining (presenting information in ways that it can be easily processed and remembered); inquiry and discovery (teaching thinking skills, problem-solving, and creativity through inquiry and discovery); groups and teams (sharing

information and exploring attitudes, opinions, and beliefs through group processes), experience and reflection (enabling students to reflect on learning that takes place in work settings, internships, travel, or outdoor activities).

10. The role of play in child development. What skills are formed in children in a creativity and art center?

Play is extremely important for children. During play, children are free to experiment, attempt and try out possibilities. Play offers children opportunities to master their environment. When children play, they are in command; they use their imagination and power of choice to determine the conditions of play. In an environment where children are allowed to discover independently, at their own pace and in their own unique way, they are more likely to become enthusiastic, inquisitive learners. The following describes the unique learning that takes place in the block, language, creativity, and dramatic play, math, and science centers.

Creativity and art center. It can be difficult to understand how the mass of lines and colours a child creates is part of the learning process. When children choose and gather paper, scissors, and crayons, they learn decision-making skills such as how to implement their ideas and how to follow through on a task. When children create with paint, they learn to mix colors and use their own ideas while exploring and discovering consequences.

8. The role of play in child development. What skills are formed in children in a language and dramatic play centers?

Play is extremely important for children. During play, children are free to experiment, attempt and try out possibilities. Play offers children opportunities to master their environment. When children play, they are in command; they use their imagination and power of choice to determine the conditions of play. In an environment where children are allowed to discover independently, at their own pace and in their own unique way, they are more likely to become enthusiastic, inquisitive learners. The following describes the unique learning that takes place in the block, language, creativity, and dramatic play, math, and science centers.

Language center. When children listen and talk about a story, they learn to love books, remember a sequence and recognize that there is a beginning, middle, and end to books and stories. When children sing as a group they learn how to participate with others, to hear and repeat rhythms, and extend their memory

Dramatic play centers. When children put on dress-up clothes, they learn to express themselves and try out different roles. When children make “dinner” together they learn to cooperate, share, and make friends. A child who has a new sibling at home can express his or her feelings in a safe setting, and a child who is missing his or her Grandma can pretend to visit her.

<https://zdamsam.ru/b4882.html>

11. Read the text. Highlight the main information in each part and write down the text in the form of brief summary.

Current Problems of Preschool Education

Author: Rubtsov V.V., Yudina E.G.

Source: Psychological Science and Education

Column: Educational Psychology

On 27–29 September Moscow will host UNESCO World Conference on Early Childhood Care and Education (ECCE). As follows from the name of the conference, it will deal with the education of preschool children (from birth to age 7 or 8). Early childhood development issues have recently aroused keen interest throughout the world. Per The United Nations Convention on the Rights of the Child, early childhood development is a multidisciplinary science. It embraces health care issues, nutrition, education, social sciences, economics, children advocacy and their social well-being .

Per UNESCO definition, “Early Childhood Care and Education (ECCE) supports children’s survival, growth, development and learning – including health, nutrition and hygiene, verbal and cognitive, social, physical, esthetic and emotional development – from birth to primary school in formal, informal and non-formal settings.” *Source: Global*

Monitoring Report. Strong foundation: early childhood care and education.
Global Report on Monitoring of Education for All, 2007.

ECCE approach calls for an adequate standard of life for children of early age; it is also important for the development of adults. It helps them become healthy, socially and ecologically responsible, intellectually competent and economically efficient (Ibid.).

In this connection, the efforts of the international community to make the implementation of an early-age child's right for a structured, comprehensive education acquire a high priority*; these efforts are aimed at creating a system of ECCE in the developing countries. Current research has shown that the implementation of educational projects in such countries, even without noticeable social and cultural changes, may significantly affect the potential development of early-age children. It is worth noting that developed countries are not free either from problems related to building of a preschool education system; some of them will be discussed further on.

It is not merely incidental that the first ever World Conference on the education of children at early age will be held in Russia. Comprehensive education in the majority of developed countries (mainly, European countries and the US) traditionally began at the age of 7 or 8; early education has never been considered as something warranting a deliberate governmental effort. Rather, it was viewed as a family concern. As a result, until recently, a systematic preschool education was absent in the education systems of the majority of developed countries; at best, a family was offered a choice of certain education services available in the market. In recent decades, a concept of isolated, segmentary education services mostly related to care and supervision is gradually replaced by an understanding that this period is crucially significant in the development of a child and, consequently, that it is necessary to incorporate preschool education into the national education system as its important part.

Russia, traditionally, starting from the 20's of the last century, has had a government-funded system of public (though not mandatory) early childhood care and education, that same system that now many of the developed and developing nations are planning to establish. ...

Current status of the preschool and primary school education (international context)

Looking at the approaches to building early childhood education systems, we can clearly see two opposite trends, made obvious in response to the questions: “What kind of education for children at early do we need? What should they be taught before they go to school?” These trends are currently present in the majority of developed countries and lead to two opposite models of the preschool education in relation to schooling. It is the “junction point” between those two education stages – preschool and primary school – that is a critical and, in many respects, testing element for the entire national system of early childhood education in different countries.

The first model is a direct and formal consequence of a changing attitude towards early childhood education: it is viewed as the first priority. Different studies (including the one cited above) indicate that in the course of development up to the age of 7, a child is extremely receptive, interested in and open to any new experience, to the exploration of the world. Today’s dynamically changing reality dictates a high-speed education when every year counts; therefore, there exists a temptation to use the child’s preschool time for intensified education.

Proponents of this approach try to “shift” the start of schooling one or two years earlier by enforced “drilling” of children, systematic and ever earlier learning of reading, writing, counting and so on. There is an illusion that such kind of teaching children at early age will ensure their subsequent successful mastering of the school program and their professional advancement. However, multiple Russian and foreign studies show that, on the contrary, enforced teaching of knowledge, skills and competencies to the children too early inevitably eliminates learning motivation and, as a result, leads to school disadaptation and school neuroses. Psychologists know how difficult (and sometimes impossible) it is to resolve these problems once they have been formed.

Under such an approach, the content of preschool education starts to include whole fragments (often big enough) borrowed from the school curriculum. However, the primary school program and training of the

teachers usually do not change, thus the children often have to study twice the program of the kindergarten/ first grade.

In this case, the teaching methods also are of a “schooling” character: classes in different subjects, verbal methods of teaching, systematic control over the acquisition of knowledge and skills, etc., i. e. child’s development is artificially accelerated and the preschool education is made more “adult”. This practice of development acceleration then continues during school years. The intensity of the teaching process in the primary school, premature teaching of some learning skills (e. g. cursive handwriting, fluent reading, etc.) do not facilitate the true mastering of these basic school skills but instead hinder the child development or lead to acquiring non-rational ways of their implementation. In addition, meaningful efforts of developing learning activity which should be the leading one in the primary school are seldom in the focus of attention of the authors of school programs or school practitioners. (The notion of leading activity is used in cultural-historical psychology. According to the notion every age has its own main activity and the major psychological abilities that a child develops in the course of this activity. The leading activity for the early school age is the learning activity.)

As a result, early childhood education misses its initial goal of intensification; moreover, the education slows down significantly and brings about a slew of negative side effects, among those the child’s loss of interest to schooling is not the worst in terms of child’s further development. A true continuity and a potential development of the education system suffer a serious blow, because in this case, the continuity between preschool and early school age is determined not so much by whether the future school student have the abilities (or competences, in today’s lingo) necessary for his/ her new activity or whether the prerequisites for this new activity have been developed, but by whether the child has a certain knowledge in school subjects.

Admittedly, this approach – it could be tentatively designated as narrow-pragmatic, oriented towards the needs of the system rather than the needs of the child – to early childhood education is widely spread in many countries. It is also worth noting that this approach is a subject of constant

massive criticism from the scientific and educators' community in these countries.

Major arguments of this criticism are accumulated in the fundamental Russian school of cultural-historical (socio-cultural) psychology developed, most of all, by L. S. Vygotsky and then by D. B. Elkonin, V. V. Davydov, A. V. Zaporozhets, A. P. Luria, A. N. Leontiev and many others. In particular, D. B. Elkonin mentioned, in this connection, back in the 80' of the last century: «A transition to the next, higher level of development is prepared and determined by whether the previous period was fully lived through, whether the internal contradictions that can be resolved by this transition have fully matured. If the transition takes place before the contradictions have fully matured, i. e. if it is artificially enforced ignoring the reality factors, it will significantly damage the development of a child's personality, and the damage can be irrevocable» (Elkonin, D. B. *The Psychology of Play*. Moscow, 1999, p. 98).

Cultural-historical psychology has recently become a focus of interest of the international scientific and education community . Studies carried out by this school as well as many years of practical application of research results in education demonstrate that the knowledge per se does not determine successful learning; it is much more important that the child can independently obtain and apply the knowledge.

The school of cultural-historical psychology puts a special emphasis on the child acquiring, in the process of education, culture-generated tools that organize and regulate the entire process of child development. The child should master these tools independently and creatively but this process should be organized in a specific way. A very important argument of Vygotsky's school psychologists indicates a specific character of preschool education and certain requirements towards the education process for this age. There are certain age limitations, and when they are trespassed we, «volens nolens», subject the child to a psychological violence incompatible with today's concept of education.

Does it mean that a preschool child should not be taught at all? Does it mean that the essence of the preschool childhood lies in living it outside the organized education system? The response is: certainly not.

From the point of view of cultural-historical psychology, education in general and the continuity between preschool and early school education, in particular, require a completely different approach. It offers a principally different model of preschool education. This approach, as contrary to the one mentioned above, does not focus on the interests of the education system, the interests of the teacher or even of the student in some remote future as understood by the system, but rather on the specific, real interests of the child and his/her family. This approach is sometimes termed personality-oriented or child-centered; since it targets age-specific development of each child, it ensures a development-based education built in accordance with age-specific education laws.

Development-based education takes into account age-specific and individual features, interests and predispositions of each child; relies on mastering of the culture-generated tools of activity, different for different ages. Therefore, the understanding of the laws regulating child development in each age period is also based on the understanding which tools and what activity are appropriate for a given age.

Development-oriented education program in preschool age

The term «*developmental education*» is quite common in Russia's education discourse; nevertheless, we believe its content requires some comments. Without aiming at full explanation of this complicated term, we would like to point out its one important aspect: education practitioners, school and preschool teachers, have difficulty discriminating between development-oriented and any other type of education. Despite a sufficiently large body of publications where the notion of *developmental education* is discussed, practice shows that for teachers who work with children this difference is rather vague. At the same time, it is these teachers that can implement development-oriented education of each child in a preschool facility or at school.

To answer the question – what makes development-oriented education different from other types of education – it is important to define the development-oriented education as the type of education which not only has a development effect (this may be true for any kind of education) but, being targeted on each child, sees its goal in child's development and real advancement. In the developmental education system, the knowledge, skills and competences are not the goals per se but rather tools in the process of child's development. Thus, a teacher's objective is not to train a child in knowledge or skills but rather to ensure the child's development with the help of these skills and knowledge.

The above does not mean that preschool children should not be taught. Russian education is strong in its tradition of early childhood education, mostly based on profound teaching. However, the efforts of educators should be honed on ensuring that the knowledge acquired by a child has a developmental effect, and specifically for this particular child. A sincere interest, initiative and involvement of the child as well as his/her intellectual curiosity are obvious markers of the development process in place rather than mere “drilling” in certain knowledge and skills.

Consequently, development as goal in contemporary education systems implies a special emphasis on *individualized* education, which is one of the main principles of a developmental preschool program. On the other hand, it is equally important to ensure the variability of education and provide an adequate psychological and pedagogical context for the development of children and for the creative work of teachers. Adequate psychological and pedagogical conditions for the development of children in accordance with their abilities and interests call for a wide choice of activities and subject areas available for them. Therefore, the second principle of a preschool education program lies in offering a real *choice* for children. This leads to the third principle: the absence of rigid subject areas (curriculum), since the integrated content (e. g., implementation of projects) allows children to exercise a free choice and develop their not-yet-structured interests and creativity.

Individualized education necessarily leads to the problems related to *age-specific* education at different stages. Of great significance here is

the principle of *inherent value of each age period*, defined by a dual requirement towards the education content and techniques:

- To ensure that the child fully realizes his/ her age-specific abilities;
- To base current development on the achievements of the previous development period.

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

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

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

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

As to the real potential and interests of a preschool child, they obviously vary depending on the child's individual inclinations (which should be, of course, recognized) but also demonstrate age-specific

features, which are dependent on the fact that the main (or “leading” in the terminology of the Russian psychological theory of activity) activity of a preschool child is play. On the one hand, this fact is well known to teachers; on the other hand, it has a specific interpretation in the present day education.

Play as a context of development in the early childhood

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

The importance of play for the development of children at early age has been proved long time ago; among other studies, cultural historical psychology carried out extensive research into this problem. Nevertheless, in current education science, the first approach described above often treats child play as something not serious enough, on a “leftover principle”. i.e. good only when there is some time left after schooling. With this approach, there is usually no time left for play.

This is one of the gravest problems in the current national education systems for children at early age in many countries. The adults treat child play as recreation or entertainment; they do not understand that if a child is

robbed of a possibility to play, an irreparable damage will be done to the development of a child's personality and intellect. We are facing the situation when the fundamental law of child development in this age group, the law that has been proved long ago and repeatedly confirmed in the last century, today is not even refuted but is simply ignored. This tendency is encountered both in Russia and abroad; however Russian preschool education exhibits certain specific features.

Russian pedagogy emphasizes "learning through play" forms and methods of teaching rather than free play. This phrase alone shows that the children do learn in play, but the development-oriented program requires that the child should play, not the teacher. It is also important that play should be genuine and not its imitation (a "play impostor") when a play form is used by the teacher as a kind of incantation. Developmental preschool program usually instructs how to organize a free play and play-to-learn activities.

What preschool education programs are there?

Preschool education programs, as opposed to the school programs, usually include not only learning processes but also describe, in great detail, the entire life of a child in a preschool facility. Therefore, a concept of "education content" for a preschool age covers a much larger volume (in a logical sense of the word) of activities than at school and includes such seemingly value-only aspects as the type of interaction between a child and a teacher. Moreover, a specific nature of the preschool age makes the type of child-teacher interaction, rather than a certain set of knowledge and skill, one of the key components of child development in this age group. Therefore, in our opinion, a process of adult-child interaction is of utmost importance for the evaluation of the quality of preschool education programs.

The analysis of preschool programs should hone on their content; in Russia, in particular, preschool education content is differentiated not by academic subject areas but rather by child development directions:

- physical development
- cognitive and language development
- personal, social and emotional development

- artistic and aesthetic development.

With this differentiation, the programs may be based on specifically preschool content technologies, project- or topic-related rather than tied to a subject matter. Such programs first emerged in Russian in the end of 20th century and continue to be regarded as up-to-date and innovative by the educators' community, though foreign education system included them since the beginning of the last century. At the same time, some preschool education programs are based on an academic principle which, from the point of view of its authors, also ensures all the development directions cited above. Among the latter, traditional Russian preschool education programs; some foreign education systems also use the same approach.

Within the context of two approaches to preschool education discussed above, there are various education programs whose essence reflects the difference between those two approaches. Above all, it means that preschool education programs in different countries may be *teacher-oriented* or *child-oriented*. The latter of the two was already described above (development-oriented or developmental programs, in our terminology). On the flip side, the teacher-oriented education program puts a teacher in the center of the process. It is the teacher that comes out with an initiative and activity; the education is based on the example demonstrated by the teacher. The child plays a role of a "tabula rasa" that the teacher fills in, as a rule, using one and the same method for all the children despite their individual differences. Education content is fixed and does not depend on child's aptitudes or the situation in the group.

World practice has yet other differences between the education programs, and some of them are more relevant to preschool programs than to others. In particular, there are so called "frame" programs and programs that contain detailed skills and knowledge description and rigid forms and methods of teaching those. These latter programs can be tentatively called "prescriptive" programs because, first, they are accompanied by detailed outlines of classes and methods of schooling and, second, they guide the teachers towards reproducing (in the extreme case, step-by-step) these guidelines and the compendium of methods. Planning of classes within these programs also reflects their "prescriptive" nature, is tied to subject

areas and reiterates each year for a given age group. Children are defined by their “passport age” rather than psychological age, and education results are assessed by the reproduced sets of knowledge and skills in the form mandated by the program.

“Frame” programs got their name from the fact that they only provide the “framework” of the education process by introducing some significant principles and foundations for the development of an education process. They may also be accompanied by guidelines and recommendations for the teachers but these recommendations are usually much less structured and rigid and can be used as a “repository” of possible approaches and techniques relevant for education objectives the teacher wishes to accomplish. These programs focus on planning since it should be adapted to a specific situation in the class and targeted on each child. The plan reflects the developmental objectives set by the teacher and specific steps to accomplish them; these steps are based on observing the children and monitoring the development of each child. Such programs easily allow groups of different ages and follow not the “passport” age of children but rather their actual interests and abilities.

True, extreme “prescriptive” programs are not very often encountered in today’s preschool education. Usually, in reality, a preschool program hovers in between the frame and prescriptive. However, there is a historical evidence of a teacher-oriented prescriptive program in Russian preschool education.

“Standard Program for Training and Education at a Preschool Facility”, mandatory for all Russia’s preschool institutions up to 1991, is an example of such a program. At that time, this was the federally-approved unified comprehensive education Program. Today this program, with some modifications, is still used in Russia’s preschool facilities.

The Standard Program included guidelines and recommendations, calendar schedule of education sessions, detailed syllabus-outlines of each session mostly in the form of a school class. All these recommendations completely ignored children’s individual characteristics and targeted on storing of subject knowledge or skills and inclinations necessary in everyday life (e. g. self-care skills). The program was very rigid in style

and prescriptive: small children were called by their last name, emotional support depended solely on the teacher's personality, daily schedules were firmly structured for different age groups. This program called for a corresponding system of education planning – detailed, structured, based on the knowledge to be acquired during each class.

The main criteria in assessing the work of an individual teacher and the preschool facility as a whole is the volume of knowledge and skills that the children had to demonstrate during inspections, for instance, reading fluency, counting to ten or twenty, knowledge about domestic and wild animals, etc. It is worth noting that a tradition of testing children for such knowledge and skills is still alive in Russia and is often used at transition to primary school. Usually, it is the schools that now replace official inspectors in making this assessment; but this practice certainly affects preschool programs as well, mostly, through the demands of parents to get their children ready for school, i. e. “drilling” them in the required knowledge and skills.

Teachers' training system followed the suit: students in colleges and universities were taught to implement the Standard Program. True, the implementation of the program depends, to a large extent, on the teacher who follows it. This is hard to dispute for any program. It was always possible to find fragments of Standard Program where children interests were taken into account because the teacher believed in it. Nevertheless, it is absolutely clear that the program and teachers' training for it greatly affect the selection of the education process to be triggered off.

It is worth noting that teacher-oriented programs undoubtedly have certain merits. In particular, the Standard Program for Preschool Education had as its goal (often attained) that children should accumulate a sufficient volume of knowledge and skills. As a side effect of this accumulation, the children received cognitive education, especially those who belong to the so-called “cognitive” type. Nevertheless, personality development of the children – their initiative, independence, responsibility, preparedness for independent decision-making – which was shown to be the main objective of the preschool period was lagging behind.

A teacher-oriented program can be both prescriptive or frame-based; on the other hand, the child-oriented program can hardly be accompanied by a detailed mandatory-to-implement content. This is impossible by definition: child-oriented education process is designed “here and now” depending on a specific developmental situation of each child. Therefore, personality-oriented program is of a frame nature and is based only on recognized age characteristics of preschool children. Some of these programs offer a huge inventory of educational methods and techniques, and the teacher can make a selection depending on a specific situation. Other programs call for the creativity of the teacher who, together with the children, invents the educational content. In one way or another, child-oriented programs cannot have a rigid structured curriculum mandatory for all children.

How should we train teachers for the early childhood developmental education?

As it was shown, within the developmental education system, knowledge, skills and aptitudes represent tools in the child development process rather than independent goals. Developmental education places special demands on the teacher: the teacher becomes the main player in the education process. His/ her role in the education of preschool and early school children dramatically changes: instead of teaching the child certain knowledge and skills, the goal is to ensure child’s development using this knowledge and skills. The teacher, depending on the individual character of each child development, selects educational material and gives it to the child using this or that situation for child’s further advancement. The teacher designs individual curriculum for each child and together with the child in the process of individual interaction. It is during this interaction between the teacher and the child that the child personality development takes place, as well as competence building in different areas. Knowledge and skills, in a certain way, serve this interaction to ensure its adequacy to the child development situation. With this approach, preschool and school teachers, to a great extent, determine both the immediate development environment for a child and his/her family but also the child’s further life.

This requires a sufficiently high competence level of teachers and other practitioners of preschool and primary school education in the area of age-specific child developmental psychology, as well as in personality-oriented developmental education techniques, specifically, in techniques providing an individual approach to each child.

At the same time, teachers and practicing psychologists in our country (and, as many studies show, in many other countries as well) do not meet such requirements. They lack solid knowledge about age-specific features and psychology of children development and often fill the gap with myths about children development. It is necessary to establish professional training based on promotion of theoretical ideas and education techniques developed within the framework of cultural-historical psychology.

Of great theoretic and practical interest here is the Federal State Standard developed by Moscow State University of Psychology and Education. Training of a preschool teacher who is capable of organizing the “zone of proximal development” of a child, incorporate child development features into interaction with the child, who is competent in forms and ways of interaction with different categories of children, from infancy to school, is an extraordinary task and scope of work towards the development of this standard.

Psychological parameters of preschool child development outlined above help formulate the goals of education in this age:

- to protect and improve children’s physical and psychological health (including their emotional wellbeing);
- to preserve and support children’s individuality;
- to prepare a child for entering into relationships with other people, with the world and him/herself.

These goals can be attained under certain psychological and educational conditions:

- Personality-oriented interaction between children and adults.
- Full-fledged interaction of a child with peers, younger and older children.

- Developmental age-specific education technologies based on acquisition of cultural tools of age-dependent activity.
- Age-specific curriculum and spatial environment that stimulates communicative, playing, cognitive, physical and other types of child's activity.
- For all education stakeholders (teachers, children and their parents), a possibility to choose an educational program, schooling technology, materials and culture-generated tools of activity.

We have demonstrated major trends of early childhood education in different countries. For lack of space in one article, we cannot provide a detailed analysis of all ECCE-related important problems or even list them; we only tried to give an outline of urgent issues in this field. It seems obvious that many of these problems are international in character; they are mostly connected with assignment of priorities in the ECCE system rather than with country-dependent specific features of national education systems. A glimpse towards classical works in Russian and foreign psychology easily shows that many of the problems listed above were discussed in those works decades ago. We can conclude that some of these issues belong to the category of “eternal” problems, which, nevertheless, does not indemnify the international community from the necessity to resolve them “here and now”. The First World UNESCO Conference on ECCE is a sign of a growing attention towards this area of education and promises an interesting discussion on the topics of this presentation and on many other important subjects.

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Unit 3. EXEPTIONAL CHILDREN

1. Read the texts. Analyze the location of information centres in the sentences. Please note that the location of the information centre at the end of a sentence is typical in a written speech, but other options are also possible. In the paragraph, as a rule, the centre of information is the first sentence in the paragraph.

Exceptional children differ from the norm, either above or below, in physical attributes or learning ability to such an extent that they need specialized educational services or physical accommodations to benefit fully from schooling (Heward, 2012). The term is more often used in the special education community than by medical and psychological professionals, and includes children whose performance is superior and who require enrichment of curriculum and more challenging instruction in order to achieve their maximum potential, as well as those with learning difficulties, physical or sensory impairments or behavior problems that require modification of the education regimen in order to help them learn. The “exceptional” rubric is preferred to terms involving disabilities, impairments or handicaps because it includes gifted and especially talented children. The disabilities or impairments of exceptional children are subsumed by psychiatry and psychology under the category of Neurodevelopmental Disorders in the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013).

Handicap, Impairment, Disability, and Disorder

The term “handicap” came to be applied to a physical or mental disability during the 20th century. The word appears to have originated in the 16th century, and may refer to the 1504 decree by King Henry VII that permitted maimed war veterans to beg in the streets of England; this was usually done with a cap in the hand. An alternative explanation involves “hand-in-cap”, a 17th-century lottery game in which 2 players offered up objects in return for a monetary prize and the presenter of the less valuable item had to make up the difference in value. The term came to be applied

to an attempt to make a contest more equal by imposing a burden on one contestant. The first practical application of this was in racing, where the stronger horse had to carry extra weight to make the race more equal. The process was applied numerically in golf, and came during the 19th century to signify the act of equalization itself. The term came by the end of the century to be applied to persons who were “mentally or physically defective” (Anderson, 2013).

Impairment refers to reduction or loss of function or ability, and can be produced by multiple causes ranging from amputation to intoxication. When an impairment limits an individual’s ability to perform a particular function as normal individuals do, such as the effect of paralysis on walking or running, a disability is considered to exist. When an impairment or disability prevents or hampers the individual’s interaction with the environment, the individual may be considered to be handicapped. An impairment or disability may not constitute a handicap if it can be overcome by effort or accommodation: an amputee can walk with a prosthetic limb, and there are numerous examples, ranging from Milton to Beethoven to Stephen Hawking, of great achievement despite severe disability. An impairment or disability can also be handicapping in some circumstances but not in others: a blind individual can walk and read, for example, but cannot drive. Historically, many of the handicaps imposed by impairment or disability have been the result of the beliefs and reactions of others. Children who may experience developmental problems at a later time because of the circumstances of their birth or environment are termed “at risk”. The categories of exceptionality generally recognized in special education include: gifted or talented, multiple disabilities, medical disorders, traumatic brain injury, visual or hearing impairment, communication disorders, autism and related disorders, emotional and behavioral disorders, learning disabilities and mental retardation or developmental disorders.

Learning Disabilities

About 6.5 million children are identified as exceptional in our educational system. Learning disabilities are the most prevalent

exceptional condition, and affect up to 10 per cent of the population. This was not always the case, and through most of history those with learning disability were either not specifically identified or wrongly considered to be lazy or of low intelligence. German internist Adolph Kussmaul is memorialized in 6 medical eponyms and introduced endoscopy, gastric lavage and thoracentesis; his contribution to neuropsychiatry came in 1877 with the recognition of “word blindness”, an inability to learn to read despite intact vision and speech and normal intellect. Ten years later, Rudolf Berlin observed individuals unable to read because they could not decipher written or printed symbols, and termed this “dyslexia”. Hinshelwood and Morgan in Britain and W.E. Bruner in the United States studied children with apparent congenital inability to learn to read between 1895 and 1905. Samuel Orton began the systematic study of learning disability at the University of Iowa in 1919, and first postulated that reading disability arose because the appropriate cerebral organization to connect the spoken and visual forms of words had not been established. The term “learning disability” was introduced by Samuel Kirk in 1963. Magnetic Resonance Imaging and Functional MRI studies after 1996 have established that learning disabilities are associated with thalamocortical and arcuate fasciculus volume loss (Anand, 2006), and at least 9 candidate genes on the X chromosome and one specific mutation on chromosome 6 have been associated with learning disability (Kovas & Plomin, 2007).

Children with learning disabilities represent 46 per cent of students receiving special educational assistance. Learning disability is characterized by difficulty learning despite intelligence at or above normal levels, and is manifested in the classroom by a discrepancy between measured intelligence and documented achievement. Language, reading and writing, mathematical learning or information processing may be individually affected or involved in combinations, and the causes are multiple and both familial and environmental; inherited learning deficiency, prematurity and birth injury and toxic exposure are the chief causes (Sonoma State University, 2014).

Communication Disorders

The diagnosis and treatment of disorders of communication grew from the discipline of speech and language pathology, which in turn arose from elocution and “speech correction” in the 19th century. Alexander Melville Bell and his son, the better-known Alexander Graham Bell, were practitioners of speech correction and teachers of elocution who developed in the 1870s a symbolic code that indicated the position of the tongue, throat and lips in the production of speech sounds. This “visible speech” became the basis for a technique of teaching speech to those who had difficulty forming the proper sound. The younger Bell’s interest in a means of transmitting speech for diagnostic and teaching purposes led him to invent the telephone. Two organizations developed to study and treat speech disorders: one consisted of speech correctionists who were or had been schoolteachers, and became the National Society for the Study and Correction of Speech Disorders in 1918, while another group more closely affiliated with the medical profession started in 1925 and became the American Speech-Language-Hearing Association. Samuel Orton was active in this field as well, and suggested in the 1920s, along with Lee Edward Travis, that speech disorders generally and stuttering in particular were analogous to dyslexia, and resulted from failure to establish cerebral hemispheric dominance. This theory was extended but never conclusively proven by Wendell Johnson and Charles van Riper in the 1930s, and the latter suggested in 1939 that the social implications of communication were as important as the linguistic ones, which led in turn to the development of psycholinguistics by George Miller and others, which was one of the foundations of cognitive psychology (Prutting, 1982).

Communication disorders account for about 18 per cent of the educational services received by children. These can involve expressive language, language comprehension, the physical production of speech or social communication, the interpretation of and appropriate response to verbal and nonverbal language in social contexts.

Mental Retardation

Intellectual disability or mental retardation is one of the most common disabilities, and has been recognized for longer than the other forms of modern exceptionality. Intellectual subnormality was discussed in an Egyptian papyrus from about 1552 BCE. The Greeks generally regarded mental retardation as a sign of the gods' displeasure and advocated infanticide: exposure was mandatory in Sparta, where children belonged to the state and not the parents, but Plato and Aristotle urged that the practice be adopted in Athens as well, in the interest of what would later be called eugenics. Hippocrates felt around 370 BCE that the behavioral abnormalities and seizures that often attended retardation were due to brain disease rather than supernatural causes, but it was not until the 1st century BCE that Soranus of Ephesus founded a hospital for mental disorders where the retarded were also housed. The Romans often allowed brain-injured children to die of exposure, but the retarded children of the wealthy had property rights and were generally entrusted to guardians (Harris, 2006). In the Middle Ages and Renaissance, church and public institutions cared for the developmentally handicapped, and they were often allowed to speak more freely than others and sometimes felt capable of divine inspiration (Beirne-Smith, Patton & Kim, 2006).

The first special education for intellectual disability was attempted in 1799 by Jean-Marc Itard, who undertook the training of Victor the Wild Boy, a probably retarded feral child; an earlier Wild Boy named Peter had been found in Germany and brought to the court of George I in London, but he was a source of amusement and was not trained. Victor acquired only a few words of language but learned social rudiments and lived equably with a family until his death in 1828. Inspired by this case, Edouard Seguin established an educational program at the Hôpital Salpêtrière, where developmentally handicapped women were housed along with the insane, and there introduced concepts such as individualized instruction plans and behavior modification that are in use today. Seguin continued these efforts in America and in 1856 published an influential book, *Idiocy and its Treatments by Physiological Methods*. A similar institution, Abendberg, was established in Switzerland by Johann

Guggenbühl, but this ended badly because the institution was not sufficiently staffed or supervised.

Dorothea Dix, Hervey Wilbur and Samuel Gridley Howe established institutions for rehabilitation and training of the retarded, first in Massachusetts and then in other states, but disillusionment set in when retarded residents could be taught simple skills but could not achieve normality. As it became clear that “idiocy” could not be “treated” in the medical sense, many institutions became custodial and conditions deteriorated because of insufficient staffing or funding. In addition, the increasing and often inappropriate use of IQ testing led to the identification of large numbers of people, particularly immigrants, as mentally deficient. The growing concern that “feeblemindedness” was inherited and associated with crime, violence and other social pathologies, and widespread interest in eugenic limitation of breeding by the unfit, led to an increasing focus on institutionalization and sterilization of the mentally subnormal in the United States and even more markedly in Europe (Bachrach, 2004).

Multiple etiologies for mental retardation rather than a unitary hereditary disorder were established by studies in the 1920s and 1930s, and Abraham Myerson established through extensive family studies at the Boston and Taunton State Hospitals that “feeblemindedness” was not more common among the lower classes and the hereditary component to intellectual disability was minor. Special educational arrangements for children with intellectual disability was introduced in Rhode Island in 1896 and New Jersey in 1911, and were available in 46 of 48 states by mid-century, when the National Association of Parents and Friends of Mentally Retarded Children, now known as the Arc, was founded. The subsequent half-century has brought a focus on deinstitutionalization, habilitation in society, elucidation of prenatal and perinatal causes for developmental disability and better medical and psychological management of associated symptoms (Beadle-Brown, Mansell & Kozma, 2007).

Children with intellectual disability currently make up about 10 per cent of service recipients, equally divided between genetic, environmental and obscure causes. The pejorative classifications such as idiot, imbecile

and moron have been replaced by mild (85 per cent of the identified population, IQ 50-70), moderate (10 per cent, IQ 35-55), severe (3-4 per cent, IQ 20-40) and profound (1-2 per cent, IQ below 20) mental retardation. An etiology, usually acquired, can be established in 60 to 75 per cent of severe MR cases but in only 40 to 50 per cent of mild retardation; a genetic basis is evident in 25 to 50 per cent, mainly hereditary syndromes of which mental retardation is but one feature. Inherited nonspecific or monosyndromal mental retardation has been linked to several mutations, mostly on the X chromosome (Inlow & Restifo, 2004).

Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) was recognized in ancient times, and may first have been described not by a neurologist or psychiatrist, but by a playwright – Molière depicted a disorganized and inattentive “scatterbrain” (ètourdi) on the stage in 1653. Melchior Adam Weikart in 1775 and Sir Alexander Crichton in 1798 provided the first clinical observations of attention deficit , and Heinrich Hoffmann associated this with motor restlessness in the 1840s. Sir Charles Still in 1902 added the concepts of impulsivity and low frustration tolerance, and noted the marked male predominance that is still seen, although many of his patients had other behavior and neurological problems and may have been examples of the minimal brain damage or dysfunction that has often been conflated with ADHD. One of the first institutions for exceptional children, Bradley Hospital in Rhode Island, was the site of trials of stimulants for ADHD, which has led both to improvement of the educational and social situations of those with ADHD and concern about the escalating rate of diagnosis and drug treatment (Lange, Reichl, Lange, Tucha, Lara & Tucha, 2010).

ADHD currently affects about 3.5 per cent of the population, with a male preponderance of 6:1. Contributing factors include genetics, prenatal toxic exposure, single-parent upbringing, a chaotic home environment and insufficient social support. The diagnosis in children is based on at least 6 months of inattentive, hyperactive or impulsive behavior in several

different settings. The childhood syndrome is generally responsive to medical and psychoeducational treatment, but it is now clear that the disorder does not remit but continues into adulthood with often different manifestations.

Emotional and Behavioral Disorders

The study and treatment of emotional and behavioral disorders in children is a relatively new discipline. The psychiatric nosologies and taxonomies of the 19th century were focused on adults, and the disorders of children were generally the purview of pediatricians. The first school for children with psychiatric problems was founded near Jena in 1892, and the first text on child psychiatry was published in France in 1899. The first child psychiatry journal (*Zeitschrift für Kinderpsychiatrie*) was established in 1934. The first child guidance clinic, the Juvenile Psychopathic Institute, was founded in Chicago by Jane Addams in 1909, and Leo Kanner, later of autism fame, established the first academic Child Psychiatry department at Johns Hopkins in 1930. The separate treatment of childhood mental disorders in Britain began at the Maudsley Hospital in 1923. A specialty organization, the American Academy of Child Psychiatry, now Adolescent also, was founded in 1953 and board certification was started in 1959 (Kanner, 1960).

Children with these psychiatric conditions are only 1 or 2 per cent of the special education population. They manifest external (misconduct and defiance) or internal (anxiety and depression) symptoms, and may have both. Temperament, family history of psychiatric disorder and neurologic disorders or deficits are biological contributing factors. Adaptive or maladaptive parenting strategies, school situations and peer group influences are predominant environmental factors.

Autistic Spectrum

Autism was first described in 1908, but has been alleged in many historical figures. Michelangelo, Sir Isaac Newton, Wolfgang Amadeus Mozart, Charles Darwin, Nikola Tesla and a host of famous and near-famous moderns have been thought to be autistic. Martin Luther told of a

parishioner with behavioral abnormalities consistent with autism, whom Luther felt to be possessed and should be put to death. A 1747 court case in Scotland involved autistic behaviors, with the marriage of Hugh Blair of Borgue being annulled and his inheritance redistributed to his brothers. Some commentators have suggested that Peter and Victor, the wild boys discussed earlier, may have been autistic rather than retarded.

Bleuler first used the term “autistic psychopaths” in 1908 for the self-absorbed aloofness characteristic of many schizophrenic patients. Leo Kanner applied the name “infantile autism” in 1943 to children with “a powerful desire for aloneness and sameness”. In the following year, Hans Asperger described as “autistic” children with odd use of language, physical clumsiness, limited empathy with peers and poor nonverbal language skills, a syndrome which was named for him after his death in 1980. A third “autistic” disorder, with severe regression of language skills and interaction, had been described by Theodor Heller in 1908, and Andreas Rett reported in 1966 on a predominantly female disorder with autistic-like behavior, seizures, dysmorphism and developmental regression that was for a time placed in the autistic spectrum.

Kanner observed that the parents of his patients were often reserved and the children’s upbringing cold, although he considered the disorder to be innate. The refrigeration analogy was continued by Bruno Bettelheim, who in the 1950s ascribed the disorder to the harmful parenting of “refrigerator mothers”. This theory was strongly attacked by Bernard Rimlin, himself the parent of an autistic child, in 1964, and was largely discredited after Bettelheim’s death. A proposed relationship between autism and vaccination has also been shown to be unsubstantiated and in fact fabricated. The current consensus is that autism and related disorders are organic in origin and involve several co-occurring abnormalities of neuronal migration, synapse formation and brain growth, that are probably under the control of several different genes and may be influenced by a number of external factors. Controlled trials have shown that atypical antipsychotics are helpful for the behavioral aberrations of autism, and the internet has permitted many autistic individuals to work, study and interact with greater ease (Volkmar, 2007). Rett syndrome has been found to have

a specific causative gene mutation and is not related to autism. The 3 autistic disorders (infantile, Asperger's and disintegrative) and pervasive developmental disorder (not otherwise specified), which has in fact been the most common diagnosis, have been combined into a single autistic spectrum disorder in the DSM-5 (American Psychiatric Association, 2013).

About 1 in 110 children are currently diagnosed with an autistic spectrum disorder. The chief symptoms involve behavior (repetitive movements and obsessive adherence to routines), social interaction (poor eye contact and lack of interactive behavior) and communication (delayed language, lack of symbolism and impaired conversation).

Gifted and Talented

Special education defines this group as those with an IQ in the top 2 percentiles of the population, usually 130 or more. Such students have one or more intellectual strengths and are generally capable of divergent as well as convergent thinking, sometimes more so. The federal government does not mandate special education programs for gifted and talented students, but most states fund them. Although an excess of talent or intellect is not considered pathological, this group may overlap with other exceptional children in the form of savantism or twice-exceptional students.

The term "savant" was introduced in 1978 to describe individuals with exceptional skill in a single field of learning, such as music or mathematics, in association with other features of mental disability, particularly autism spectrum disorder (Treffert, 2009). "Twice-exceptional" students have intellectual gifts and learning strengths, usually less prodigious but more broadly distributed, as well as learning disabilities or behavior problems, such that they need both remediation and enhancement (Kronchak & Ryan, 2007). These individuals are often characterized by extensive vocabulary but difficulty with written expression, the ability to understand complex ideas and wide-ranging interests, sensitivity and easy frustration, creativity, humor and curiosity but stubbornness and fixed opinions. These conditions are not recognized

in psychiatric diagnosis, but may benefit from counseling and therapy as well as educational intervention.

2. Read the texts. Perform a semantic analysis of paragraphs. Highlight the information centers in the paragraphs, answering the question: what is the paragraph about? Note that the main idea of the paragraph is expressed in the first sentence as a rule. The location of the information center at the beginning of the paragraph is typical, but other options are possible. Note that other sentences in the paragraph expand and deepen its main idea, as well as substantiate the main ideas of the paragraph (proofs) or illustrate them (examples, data).

What is speech and language impairment?

Speech and language impairment are basic categories that might be drawn in issues of communication involve hearing, speech, language, and fluency.

A speech impairment is characterized by difficulty in articulation of words. Examples include stuttering or problems producing particular sounds. Articulation refers to the sounds, syllables, and phonology produced by the individual. Voice, however, may refer to the characteristics of the sounds produced—specifically, the pitch, quality, and intensity of the sound. Often, fluency will also be considered a category under speech, encompassing the characteristics of rhythm, rate, and emphasis of the sound produced.

A language impairment is a specific impairment in understanding and sharing thoughts and ideas, i.e. a disorder that involves the processing of linguistic information. Problems that may be experienced can involve the form of language, including grammar, morphology, syntax; and the functional aspects of language, including semantics and pragmatics.

An individual can have one or both types of impairment. These impairments/disorders are identified by a speech and language pathologist.

Specific Language Impairment (SLI) is extremely common in children, and affects about 7% of the childhood population.

When and how did the study of speech and language disorders start?

In the mid 19th century, the scientific endeavors of such individuals as Charles Darwin gave rise to more systematic and scientific consideration of physical phenomenon, and the work of others, such as Paul Broca and Carl Wernicke, also lent scientific rigor to the study of speech and language disorders. The late 19th century saw an increase in "pre-professionals," those who offered speech and language services based upon personal experiences or insights. Several trends were exhibited even in the 19th century, some have indicated the importance of elocution training in the early 19th century, through which individuals would seek out those with training to improve their vocal qualities. By 1925 in the USA interest in these trends lead to the forming of the organization that would become American Speech-Language-Hearing Association (ASHA) and the birth of speech-language pathology.

The twentieth century has been proposed to be composed of four major periods: Formative Years, Processing Period, Linguistic Era, and Pragmatics Revolution. The Formative Years, which began around 1900 and ended around WWII, was a time during which the scientific rigor extended and professionalism entered the picture. During this period, the first school-based program began in the U.S. (1910). The Processing Period, from roughly 1945-1965, further developed the assessment and interventions available for general communication disorders; much of these focused on the internal, psychological transactions involved in the communication process. During the Linguistic Era, from about 1965-1975, professionals began to separate language deficits from speech deficits, which had major implications for diagnosis and treatment of these communication disorders. Lastly, the Pragmatics Revolution has continued to shape the professional practice by considering major ecological factors, such as culture, in relation to speech and language impairments. It was during this period that IDEA was passed, and this allowed professionals to begin working with a greater scope and to increase the diversity of problems with which they concerned themselves.

What can speech impairments result in?

While more common in childhood, speech impairments can result in a child being bullied. Bullying is a harmful activity that often takes place at school, though may be present in adult life. Bullying involves the consistent and intentional harassment of another individual, and may be physical or verbal in nature.

Speech impairments (e.g., stuttering) and language impairments (e.g., dyslexia, auditory processing disorder) may also result in discrimination in the workplace. For example, an employer would be discriminatory if he/she chose to not make reasonable accommodations for the affected individual, such as allowing the individual to miss work for medical appointments or not making onsite-accommodations needed because of the speech impairment. In addition to making such appropriate accommodations, the Americans with Disabilities Act (1990) protects against discrimination in "job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment".

Inclusion vs. exclusion

Students identified with a speech and language disability often qualify for an Individualized Education Plan as well as particular services. These include one-on-one services with a speech and language pathologist. Examples used in a session include reading vocabulary words, identifying particular vowel sounds and then changing the context, noting the difference. School districts in the United States often have speech and language pathologists within a special education staff to work with students. Additionally, school districts can place students with speech and language disabilities in a resource room for individualized instruction. A combination of early intervention and individualized support has shown promise increasing long-term academic achievement with students with this disability.

Students might work individually with a specialist, or with a specialist in a group setting. In some cases, the services provided to these individuals may even be provided in the regular education classroom.

Regardless of where these services are provided, most of these students spend small amounts of time in therapy and the large majority of their time in the regular education classroom with their typically developing peers.

Therapy often occurs in small groups of three or four students with similar needs. Meeting either in the office of the speech-language pathologist or in the classroom, sessions may take from 30 minutes to one hour. They may occur several times per week. After introductory conversations, the session is focused on a particular therapeutic activity, such as coordination and strengthening exercises of speech muscles or improving fluency through breathing techniques. These activities may take the form of games, songs, skits, and other activities that deliver the needed therapy. Aids, such as mirrors, tape recorders, and tongue depressors may be utilized to help the children to become aware of their speech sounds and to work toward more natural speech production.

3. Read the sentences and indicate whether they correspond to the content of the texts (true /false). In case of discrepancy, please indicate the correct option.

1. The term **Exceptional children** is used by medical and psychological professionals only, it is not used in the special education community.
2. The “exceptional” rubric is preferred to terms involving disabilities, impairments or handicaps because it does not include gifted and especially talented children.
3. The word “handicap” may refer to the 1504 decree by King Henry VII.
4. An impairment or disability may not constitute a handicap if it can be overcome by effort or accommodation.
5. Children with learning disabilities represent 90 per cent of students receiving special educational assistance.
6. The younger Bell’s interest in a means of transmitting speech for diagnostic and teaching purposes led him to invent the radio.
7. Intellectual disability or mental retardation is one of the least common disabilities.
8. The study and treatment of emotional and behavioral disorders in children is a relatively new discipline.

9. The internet has permitted many autistic individuals to work, study and interact with greater ease.
10. About 10 in 110 children are currently diagnosed with an autistic spectrum disorder.
11. Attention Deficit Hyperactivity Disorder (ADHD) was recognized in ancient times.

4. Vocabulary Focus.

a) Find the definitions of the following terms in the texts.

exceptional children, handicap, impairment, disability, disorder, learning disabilities, communication disorders, mental retardation, attention deficit hyperactivity disorder, emotional and behavioral disorders, autism, autistic spectrum disorder, gifted and talented children, savant, twice-exceptional children, bullying, inclusion, exclusion, speech impairment, language impairment

b. Match the terms (types of education) from the left column with the definitions given in the right column.

Terminology

Smith offers the following definitions of major terms that are important in the world of speech and language disorders.

Term	Definition
1. <u>Language</u> :	a. Atypical generation of speech sounds
2. <u>Morphology</u> :	b. Upper lip is not connected, resulting in abnormal speech
3. <u>Phonology</u> :	c. An opening in the roof of the mouth that allows too much air to pass through nasal cavity, resulting in abnormal speech
4. <u>Pragmatics</u> :	d. Transfer of knowledge, ideas, opinions, and feelings
5. <u>Semantics</u> :	e. Disorders in speech, language, hearing, or listening that create difficulties in effective communication

6. <u>Syntax</u> :	f. Interruptions in the flow of an individual's speech
7. <u>Speech</u> :	g. Rule-based method used for communication
8. <u>Speech impairment</u> :	h. Slowed development of language skills
9. <u>Communication</u> :	i. Difficulty/inability to comprehend/make use of the various <u>rules of language</u>
10. <u>Articulation disorder</u> :	j. A characteristic of voice; refers to intensity of sound
11. <u>Cleft lip</u> :	k. Rules that determine structure and form of words
12. <u>Cleft palate</u> :	l. A characteristic of voice; usually either high or low
13. <u>Communication disorder</u> :	m. Understanding, identifying, and applying the relationships between sound and symbol
14. <u>Language disorder</u> :	n. Rules of a language that determine how speech sounds work together to create words and sentences
15. <u>Language delays</u> :	o. Appropriate use of language in context
16. <u>Stuttering</u> :	p. System of language that determines content, intent, and meaning of language
17. <u>Disfluency</u> :	q. Vocal production of language
18. <u>Loudness</u> :	r. Abnormal speech is unintelligible, unpleasant, or creates an ineffective communication process
19. <u>Pitch</u> :	s. Professionals who help individuals to maximize their communication skills.
20. <u>Phonological awareness</u> :	t. Hesitation or repetition contributes to dysfluent speech
21. <u>Voice problem</u> :	u. Rules that determine word endings and word orders
22. <u>Speech/language pathologist</u> :	v. Abnormal oral speech, often including atypical pitch, loudness, or quality

5. Grammar Focus.

a) Write sentences, arranging words and phrases according to the main rule of English.

1. 1899, in, child, France, text, was, the, on, published, in, first, psychiatry
2. term, of, racing, the, practical, of, was, in, first, the, “handicap”, application, this
3. both, an, can, one, types, have, impairment, of, individual, or
4. verbal, bullying, be, or, nature, may, physical, in
5. of, may, activity, form, therapeutic, songs, the, take, games, skits

b) Write sentences using the phrases below.

**was founded in, was introduced by, cared for, are termed,
was discussed in, are identified as, led to, was described, refers to,
have been replaced by**

A.

1. Impairment ... reduction or loss of function or ability.
2. Children who may experience developmental problems at a later time because of the circumstances of their birth or environment ... “at risk”.
3. About 6.5 million children ... exceptional in our educational system.
4. The term “learning disability” Samuel Kirk in 1963.
5. Intellectual subnormality ... an Egyptian papyrus from about 1552 BCE.
6. In the Middle Ages and Renaissance, church and public institutions ... the developmentally handicapped.
7. The increasing and often inappropriate use of IQ testing ... the identification of large numbers of people, particularly immigrants, as mentally deficient.
8. The pejorative classifications such as idiot, imbecile and moron ... mild, moderate, severe and profound mental retardation.

9. The first child guidance clinic, the Juvenile Psychopathic Institute, ... Chicago by Jane Addams in 1909.

10. Autism ... first ... in 1908.

B.

**can place, qualify for, might work, involves, may take,
is characterized by, may be provided, may be utilized, occurs, may
result in,**

1. A speech impairment ... difficulty in articulation of words.
2. Bullying ... the consistent and intentional harassment of another individual.
3. Speech impairments (e.g., stuttering) and language impairments (e.g., dyslexia, auditory processing disorder) ... discrimination in the workplace.
4. Students identified with a speech and language disability often an Individualized Education Plan.
5. School districts ... students with speech and language disabilities in a resource room for individualized instruction.
6. Students ... individually with a specialist, or with a specialist in a group setting.
7. In some cases, the services provided to these individuals ... in the regular education classroom.
8. Therapy often ... in small groups of three or four students with similar needs.
9. Therapy sessions ... from 30 minutes to one hour several times per week.
10. Aids, such as mirrors, tape recorders, and tongue depressors ... to help the children.

c) *Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.*

What does ‘inclusion’ really mean?

There seems to ... a lot of confusion ... misinformation ... what inclusion actually means. Inclusive education involves the full inclusion ... all children. No children ... segregated.

Supports ... inclusion ... embedded within everyday practices. If aides ... employed they circulate ... the classroom, or spend time assisting ... teacher and making adaptations ... materials, rather ... being off in ... corner with ... particular child.

There are ... separate areas ... curricula ... children ... experience disability. All children ... supported to ... involved in ... aspects of learning.

1. Common misunderstandings of inclusion

Common misunderstandings ... inclusion relate ... (incorrectly) considering integration and inclusion ... be synonyms; viewing inclusion ... simply the presence ... a child who ... labelled “disabled” ... “different” ... a mainstream setting; thinking that inclusion ... only about ... people (instead of ... everyone); and viewing inclusion ... a process ... assimilation.

... concept ... inclusion ... commonly misunderstood and viewed ... a process ... assimilation.

... misunderstandings ... inclusion lead ... macro ... micro exclusion, which ... sometimes mistaken ... – or misappropriated as – inclusion. Macro exclusion ... where ... child ... segregated into a separate classroom, unit, ... school.

Micro exclusion is where, ... example, a child ... enrolled ... a mainstream setting, but is segregated ... a separate area ... the classroom or school ... all or part of ... day; where ... child ... only permitted ... attend for part ... the day; present but ... participating ... the activities along ... the other children in ... setting; or present but viewed ... a burden and not ... equally valued member ... the class ... setting.

While the recent article ... The Conversation claims ... explore research ... inclusive education, studies cited in ... article explicitly represent examples ... macro ... micro exclusion. It ... alarmingly common ... research ... practice for examples ... exclusion (micro and macro) ... be reported as being ... inclusion.

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2. Special education and sports

Benefits

Many people ... special needs ... denied when ... want ... participate ... a sport. In ... U.S., the Office ... Civil Rights ensures students ... disabilities always have opportunities ... participate ... extracurricular athletics equal to other students. Special education students ... benefit ... sports ... many ways. ... example, studies show it boosts self confidence and improves ... participant's skills ... relationship building and working ... part ... a team.

Types of sports

Just about any sport ... be altered ... special education purposes. ... of the popular sports ... swimming, wheel chair soccer, handball, gymnastics, ... weightlifting.

Organizations & programs

Many competitive organizations ... available ... special needs student athletes. ... example, the Special Olympics is ... annual, world-wide competition held ... children ... disabilities that want ... participate ... sports. Other organizations include ... Paralympic Games and Unified Sports, the latter which pairs participants ... and ... intellectual disabilities on the same team. Educational institutions can ... promote Adapted Physical Education, ... tailors sports for students ... certain disabilities. Organizations like S.T.R.I.D.E. Adaptive Sports help educational institutions ... providing opportunities ... special education student athletes. Some of ... sports might include wheelchair basketball ... sledge hockey.

Some sports even have ... own organizations. ... example, in baseball athletes ... participate ... the Miracle League or Little League Challenger Division. Another organization, ... soccer athletes can participate ... , is US Youth Soccer TOPSoccer or Just for Kicks.

... sports which can ... played or adapted include track & field, quad rugby, tennis, bowling, ... skiing.

3. Meeting developmental milestones

Every child ... unique, growing and developing at ... or ... own rate. Differences between children of the ... age ... usually nothing ... worry However, for ... child in 10, the differences can ... related ... a developmental delay. ... sooner ... delays ... identified, the quicker children ... be able ... catch ... to their peers.

Identifying ... delays early is ... important because ... most critical time ... brain development is before ... age ... three. The brain develops in ... experience-dependent process. If certain experiences ... not triggered, the pathways in the brain relating ... this experience will ... be activated. ... these pathways ... not activated, they ... be eliminated.

Recent discovery ... also suggested that in some premature children the delays ... not appear ... the age of three, suggesting ... all premature children receive Early Intervention Therapy rather than just those who appear ... have developmental delays.

4. Special schools

... *special school* ... a school catering for students ... have special educational needs due ... learning difficulties, physical disabilities ... behavioral problems. Special schools may ... specifically designed, staffed and resourced ... provide appropriate special education ... children ... additional needs. Students attending special schools generally ... not attend ... classes ... mainstream schools.

Special schools provide individualized education, addressing specific needs. Student to teacher ratios *are* kept low, often 6:1 ... lower depending ... the needs of ... children. Special schools ... also have other facilities ... children ... special needs, such ... soft play areas, sensory rooms,

or swimming pools, which ... necessary ... treating students ... certain conditions.

... recent times, places available in special schools ... declining as more children ... special needs ... educated in mainstream schools.

However, ... will always ... some children, ... learning needs cannot ... appropriately met in ... regular classroom setting and ... require specialized education and resources ... provide the level ... support they require. An example ... a disability that may require ... student to attend a special school ... intellectual disability. However, ... practice ... often frowned upon by school districts in ... US in the light of Least Restrictive Environment as mandated in the Individuals with Disabilities Education Act.

5. History of special schools

One of ... first special schools ... the world ... the Institut National des Jeunes Aveugles ... Paris, which ... founded ... 1784. ... was ... first school in the world ... teach blind students. ... first school ... the U.K. ... the Deaf ... established ... 1760 ... Edinburgh ... Thomas Braidwood, with education for visually impaired people beginning in the Edinburgh and Bristol in 1765.

In ... 19th century, people ... disabilities and the inhumane conditions where ... were supposedly housed and educated ... addressed in ... literature ... Charles Dickens. Dickens characterized people ... severe disabilities as having the same, if not more, compassion and insight in Bleak House and Little Dorrit.

Such attention ... the downtrodden conditions ... people ... disabilities resulted ... reforms in Europe including the re-evaluation ... special schools. ... the United States reform came more slowly. Throughout ... mid half 20th century, special schools, termed institutions, were not ... accepted, but encouraged. Students ... disabilities ... housed ... people with mental illnesses, and they ... not educated much, if ... all.

6. Read the text. Cut short sentences and parts of sentences that do not contain basic information. Make appropriate changes to the sentences. Write down the shortened version.

Early childhood intervention

From Wikipedia, the free encyclopedia

Early childhood intervention (ECI) is a support and educational system for very young children (aged birth to six years) who have been victims of, or who are at high risk for child abuse and/or neglect as well as children who have developmental delays or disabilities. Some states and regions have chosen to focus these services on children with developmental disabilities or delays, but Early Childhood Intervention is not limited to children with these disabilities.

The mission of early childhood intervention is to assure that families who have at-risk children in this age range receive resources and supports that assist them in maximizing their child's physical, cognitive, and social/emotional development while respecting the diversity of families and communities.

Early intervention is a system of coordinated services that promotes the child's age-appropriate growth and development and supports families during the critical early years. In the United States, some early intervention services to eligible children and families are federally mandated through the Individuals with Disabilities Education Act. Other early intervention services are available through various national, regional, and state programs such as Crisis Nurseries and Healthy Start/Healthy Families America. Starting with a partnership between parents and professionals at this early stage helps the child, family and community as a whole.

Early intervention services delivered within the context of the family can aid with the below through the services of physical, occupational, and speech therapy. Some examples include:

- Help prevent child abuse and neglect
- Mitigate the effects of abuse and neglect
- Improve parenting skills
- Strengthen families

- Improve the child's developmental, social, and educational gains;
- Reduce the future costs of special education, rehabilitation and health care needs;
- Reduce feelings of isolation, stress and frustration that families may experience;
- Help alleviate and reduce behaviors by using positive behavior strategies and interventions; and
- Help children with disabilities grow up to become productive, independent individuals.
- Assistance with technological devices, counseling, and family training.

The earlier children at high risk for abuse or neglect, of children with or at risk of disabilities receive assistance and the sooner their families receive support towards their child's development, *the farther they will go in life.*

Some criticism of early childhood intervention asserts that growing up is different for each individual, depending on genetic endowments and environmental circumstances. However, one thing is common to everyone: the process, in order to take full advantage of the species' potential, must be a natural ripening, without interference from clumsy intruders. Some critics of early childhood intervention say that no one should push healthy children to learn any skill or academic discipline before they choose to do so of their own accord. The family-centered ethos in early intervention programs, however, supports families' desires for their children to be engaged, independent, and social in their everyday routines. The choice is therefore not the child's but the parents', who are urged to follow the child's lead.

In the US state of Georgia, the program "Babies Can't Wait" was put in place to help parents find early intervention therapy. The program works the same as many government-mandated early intervention programs in that it first evaluates the child for free, and then deems what services the child needs to receive.

However, this particular program has received two major criticisms, for its timeline and for the collaborative model it provides. The program has 45

days to evaluate the child, then has another 45 days to develop a plan and provide services for the child. Due to limited providers working with "Babies Can't Wait", the deadline is sometimes not met and the services are not provided.

"Babies Can't Wait" works on a collaborative model, with medical professionals communicating with each other about the services each child needs. A physical therapist would consult with a speech therapist, and then the physical therapist would provide the child with speech therapy as part of the child's physical therapy session, instead of the child having an additional therapy session with the speech therapist.

7. Read the text. Title it. Plan the text. Highlight sentences that carry the basic information of each semantic part (information centers of paragraphs). Place a question to each part of the text. Compile and write down a condensed version of the text, omitting sentences and parts of sentences that do not contain basic information. Make all the necessary changes to the resulting text.

Special education (also known as special-needs education, aided education, exceptional education, special ed. , SEN or SPED) is the practice of educating students in a way that addresses their individual differences and special needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community which may not be available if the student were only given access to a typical classroom education. Special education includes learning disabilities (such as dyslexia), communication disorders, emotional and behavioral disorders (such as ADHD), physical disabilities (such as osteogenesis imperfecta, cerebral palsy, muscular dystrophy, spina bifida, and Friedreich's ataxia), and developmental disabilities (such as autistic spectrum disorders including autism and Asperger syndrome and intellectual disability) and many other disabilities. Students with these

kinds of disabilities are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, a resource room, or a separate classroom. Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of disabled students. Gifted education is handled separately. Whereas special education is designed specifically for students with learning disabilities, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of unpreparedness, regardless of why. For example, even people of high intelligence can be under-prepared if their education was disrupted, for example, by internal displacement during civil disorder or a war. The opposite of special education is *general education*. General education is the standard curriculum presented without special teaching methods or supports. Students receiving special education services can sometimes enroll in a General education setting to learn along with students without disabilities. Schools use different approaches to providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students (using North American terminology):

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

various disabilities. Alternatively, these students may attend a special school.

- *Exclusion:* A student who does not receive instruction in any school is excluded from school. In the past, most students with special needs have been excluded from school. It may also occur when a student is in hospital, housebound, or detained by the criminal justice system. These students may receive one-on-one instruction or group instruction.

- “Co-teaching:” In this setting, students with disabilities are placed in a General education classroom to learn along with their disabled peers and non-disabled peers. A General Education teacher and a Special Education teacher work as partners in instruction. Types of co-teaching include:

- "one teaching/one helping" in which one teacher instructs while the other circulates around the class to evaluate and offer help,

- "parallel teaching" in which both teachers teach the same content to two groups of students of equal size,

- "station teaching" in which both teachers present differing content to different groups of students simultaneously and students rotate through each station,

- "alternative teaching" in which one teacher works with a smaller group or individual students while the other works with the rest of the class, and

- "team teaching" in which both teachers plan and teach a lesson together.

8. Read the text. Title it. Split it into semantic parts. Plan the text. Highlight sentences that carry basic information for each semantic part (information centers of paragraphs). Put a question to each part of the text, write the keywords. Retell the text using the plan and keywords.

Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students. It is built on the notion that it is more effective for students

with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusion rejects but still provides the use of special schools or classrooms to separate students with disabilities from students without disabilities. Schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students while being less focused on by teachers due to a higher student to teacher ratio. Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion has two sub-types: the first is sometimes called regular inclusion or partial inclusion, and the other is full inclusion. In principle, several factors can determine the success of inclusive classrooms:

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed plans that identify specific accommodations, modifications, and goals for each student
- Coordinated planning and communication between "general" and "special needs" staff
- Integrated service delivery
- Ongoing training and staff development
- Leadership of teachers and administrators

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs

and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on). This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage cooperation among groups. Teachers use a number of techniques to help build classroom communities:

- Using games designed to build community
- Involving students in solving problems
- Sharing songs and books that teach community
- Openly dealing with individual differences by discussion
- Assigning classroom jobs that build community
- Teaching students to look for ways to help each other
- Utilizing physical therapy equipment such as standing frames, so students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities
- Encouraging students to take the role of teacher and deliver instruction (e.g. read a portion of a book to a student with severe disabilities)
- Focusing on the strength of a student with special needs
- Creating classroom checklists
- Taking breaks when necessary
- Creating an area for children to calm down
- Organizing student desk in groups
- Creating a self and welcoming environment
- Setting ground rules and stick with them
- Helping establish short-term goals
- Designing a multi-faced curriculum
- Communicating regular with parents and/or caregivers
- Seeking support from other special education teachers

9. Read the text. Highlight the main idea of each part of the text and formulate it as a thesis taking into account the questions to the paragraphs. Discuss the questions asked and your answers with your group mates.

What is a gifted child?

The recognition of gifted children and their needs raises questions regarding educational philosophy, techniques, and assessment. Some gifted children easily reach high levels of functioning in their particular area of strength, but may lag woefully behind in other areas, whether intellectual, emotional, or social. Successful gifted education of such individuals requires greater attention to the balance of different areas of development in order to allow them to reach maturity as a whole person.

A gifted child is any child who is naturally endowed with a high degree of general mental ability or extraordinary ability in a specific sphere of activity or knowledge. It is generally agreed that gifted children differ from their peers in ways other than intellectual ability alone.

Variability of development is another characteristic observed in gifted children. In the late 20th century, the term *asynchrony* was used to describe the developmental characteristics of gifted children; that is, their mental, physical, emotional, and social abilities may all develop at different paces.

What is giftedness?

The formal identification of giftedness is an important issue for schools, as the instruction of gifted students often presents special challenges. However, the definition of giftedness may vary dependent on what is valued in a particular culture or society. Also, the definition and identification of giftedness has expanded and changed as new theories of intelligence have been developed.

The designation of giftedness is largely a matter of administrative convenience. In most countries the prevailing definition is an intelligence quotient (IQ) of 130 or above. Increasingly, however, schools use multiple measures of giftedness and assess a wide variety of talents, including verbal, mathematical, spatial-visual, musical, and interpersonal abilities.

What are the characteristics of giftedness?

Generally, gifted individuals learn more quickly, deeply, and broadly than their peers. Gifted children may learn to read early and operate at the same level as normal children who are significantly older. The gifted tend to demonstrate high reasoning ability, creativity, curiosity, a large vocabulary, and an excellent memory. They often can master concepts with few repetitions. They may also be physically and emotionally sensitive, perfectionistic, and may frequently question authority. Typically the rebellion, whether active or passive, reflects underlying feelings of alienation. Some have trouble relating to or communicating with their peers because of disparities in vocabulary size (especially in the early years), personality, and interests. As children, they are out of step with their peers and their social concept improves when placed with children of similar ability.

Gifted children often develop asynchronously—their minds are often ahead of their physical growth, and specific cognitive and emotional functions are often at different stages of development. One frequently cited example of asynchronicity in early cognitive development is Albert Einstein, who did not speak until the age of three, but whose later fluency and accomplishments belied this initial delay. Regarding this example, neuroscientist Steven Pinker theorized that, rather than viewing Einstein's (and other famously gifted late-talking individuals) adult accomplishments as existing distinct from, or in spite of, his early language deficits, and rather than viewing Einstein's language delay itself as a "disorder," it may be that Einstein's genius and his delay in speaking were developmentally intrinsic to one another.

Giftedness is frequently not evenly distributed throughout all intellectual spheres: an individual may excel in solving logic problems and yet be a poor speller; another gifted individual may be able to read and write at a far above average level and yet have trouble with mathematics. There appear to be different types of giftedness with their own unique features, just as there are different types of developmental delay.

Some gifted individuals experience heightened sensory awareness and may seem overly sensitive to sight, sound, smell, and touch. For

example, they may be extremely uncomfortable when they have a wrinkle in their sock, or unable to concentrate because of the sound of a clock ticking on the other side of the room. Hypersensitivity to external stimuli can be said to resemble a proneness to "sensory overload," which can cause persons to avoid chaotic and crowded environments. Others, however, are able to tune out any unwanted distractions as they focus on a task or on their own thoughts, and seem to seek and thrive on being in the midst of activity and stimulation. In many cases, awareness may fluctuate between conditions of hyper stimulation and of withdrawal. These conditions may appear to be similar to symptoms of hyperactivity, bipolar disorder, autism-spectrum conditions, and other psychological disorders. They may also be explained by reference to Kazimierz Dabrowski's theory of Positive Disintegration.

What problems can accompany gifted child development?

Perfectionism is a common emotional issue for gifted individuals. When perfectionism refers to having high standards, a desire to achieve, conscientiousness, or high levels of responsibility, it is likely to be a virtue rather than a problem. Perfectionism becomes a problem as it frustrates and inhibits achievements. Perfectionism becomes desirable when it stimulates the healthy pursuit of excellence.

There are many reasons that may explain the correlation between perfectionism and giftedness. Gifted children may have difficulty with perfectionism because they set standards that would be appropriate to their mental age (the level at which they think), but then are unable to meet them because they are trapped in a younger body. Perfectionism is also encouraged by the fact that gifted individuals tend to be successful in much or all of what they do because their abilities have not been challenged, and consequently try to avoid failure.

Another problem often associated with giftedness is **underachievement**. Many gifted students will continually do well on reasoning tests, but will fail to turn in assignments or attend or participate in class. Overall, they will be disengaged from the educational process. This can result from under-challenging schools, peer pressure for conformity, social isolation, or family dysfunction. In other cases it can

result from factors within the individual, including depression, anxiety, failure-avoidance, rebellion, irritability, nonconformity, or anger. In addition, such failures may also result from learning disabilities which have gone undiagnosed due to the myth that one cannot be gifted and learning disabled. One apparently effective way to reverse underachievement in gifted children includes enrichment projects based on students' strengths and interests.

It was thought that there was a correlation between giftedness and **depression** or **suicide**. However, this has not been proven.

Some theorists in child development have estimated that between 20 to 40 percent of gifted individuals have **a learning disability, attention-deficit hyperactivity disorder, or some other neurological disorder**.

How to identify a gifted child?

Schools often have special programs for gifted children, and can identify a gifted child based on IQ scores and standardized tests. However, you should not be entirely reliant on your school to discover if your child is gifted. There are a great number of factors you can use to identify a gifted child, some of which are overlooked in traditional educational settings. If your child is gifted, you want to make sure they receive the special attention necessary to thrive. You can spot a gifted child by an advanced capacity for learning, excellent communication skills, certain thought patterns, and a high capacity for empathy.

How to educate gifted children?

In theory, there are three ways of educating children who are intellectually and academically more advanced than their peers: (1) acceleration, whereby the gifted child is allowed to learn material at a more rapid pace or is promoted more rapidly through grades; (2) enrichment, whereby the gifted child works through the usual grades at the usual pace but with a curriculum supplemented by a variety of cultural activities; and (3) differentiation, whereby gifted children are accelerated or enriched within the regular classroom.

The education of gifted children would not focus on academic acceleration but rather on the enrichment of their lives and support for authenticity, morality, becoming and being a good person; becoming truly

human. Success in his definition is not material, nor is it related to academic achievement. Success rests in a life of service to others for the betterment of humankind.

https://www.newworldencyclopedia.org/entry/Gifted_child

10. Read the text. Highlight the main information in each part and write down the text in the form of brief summary.

Why Gifted Children Often Have Issues With Attention

By Carol Bainbridge

One of the most common myths about gifted children is that they are the bright-eyed eager students in the classroom. They are the ones who pay rapt attention to every word the teacher utters and love to do their homework.

While this may be true of some gifted children, it is far from typical gifted behavior. In fact, many gifted students behave in quite the opposite manner: they may be inattentive and often don't do their homework, or they may do it and neglect to turn it in.

Causes of Inattention

In most cases, children don't start out in school not paying attention in class. They quite likely come to kindergarten eager to learn and expand on what they already know. Unfortunately, what most of these children get in kindergarten is information that they already know.

For example, a five-year-old who is already reading at a third-grade level will have to endure lessons on the "letter of the week." Even if they aren't already reading or the information in the lesson is new to them, they learn faster than average children.

Average children need nine to twelve repetitions of a new concept in order to learn it, bright children need six to eight repetitions, but gifted children can learn new concepts after only one or two repetitions

Since the majority of students in a classroom are average students, classrooms tend to be geared toward their learning needs. That means, for example, that even if a gifted child starts kindergarten not knowing how to

read, a full week spent on only one letter of the alphabet is unnecessary. The lessons can become frustrating and brain-numbing.

Gifted children need plenty of intellectual stimulation, and if they don't get it from their teachers, they will often provide it for themselves. If lessons become mind-numbingly dull, a gifted child's mind will wander to more interesting thoughts.

Sometimes these children look like they are daydreaming. If the classroom has a window, they might be seen staring out the window looking as though they wished they were outside playing. While that could be true, it is also quite likely that the child is watching the birds and wondering how they can fly or they may be looking at the leaves on a tree as they drop to the ground wondering what makes the leaves fall from the trees.

Inattentiveness vs. Multitasking

Surprisingly, gifted children can continue to follow what a teacher is saying so that when the teacher calls on a gifted child who looks like he hasn't been paying attention, the child can answer the question without any problem. However, it's also quite possible that a child can become so engrossed in his own thoughts that he is essentially in another world and doesn't even hear the teacher, even when his name is called.

To the teacher, the child looks as though he is not interested in learning, but the opposite is usually true. The child is very interested in learning but has already learned the material being discussed and therefore isn't learning anything. Consequently, the child retreats to the rich, inner life so typical of gifted children.

How to Help Them Stay Focused

Gifted children who are appropriately challenged rarely have trouble paying attention in class. Unfortunately, it can be extremely difficult to convince a teacher that the cause of a child's lack of attention in class is the result of too little challenge rather than too much.

Teachers who are unfamiliar with the needs of gifted students understand that kids who are unable to comprehend a concept can tune out

and daydream. They don't usually understand that gifted children tune out because they *do* comprehend.

The first step in trying to solve this problem is to talk to the teacher. Most teachers want to do what is best for their students, so sometimes all it takes is a word or two about what a child needs. It's best, however, to avoid using the words "bored" and "gifted."

When parents tell a teacher their children are bored, the teacher may become defensive. After all, most teachers work hard to teach children and provide the materials the children need.

Teachers may interpret the comment that a child is bored as a criticism of their teaching ability, even if a parent doesn't believe that to be true. When parents tell teachers their children are gifted, teachers may think that the parents have an inflated idea of their children's abilities.

Instead, parents should talk about their children as individuals and talk about individual needs. For example, parents might tell a teacher that their children work best when challenged or that their children seem to pay more attention when work is harder. If the teacher seems to be doubtful, then parents can simply ask the teacher to try a new strategy to see if it works.

The point is to keep the focus on the child's individual needs as a learner and to try to build a partnership with the teacher

Telling most teachers that a child is gifted can move the focus away from the individual child and onto the issue of gifted children in general. Telling a teacher a child is bored may shift the focus onto the teacher's teaching ability and classroom management skills.

[https://www.verywellfamily.com/inattentiveness-of-gifted-children-](https://www.verywellfamily.com/inattentiveness-of-gifted-children-1449317)

1449317

Section II. DEVELOPING SKILLS IN RENDERING TEXTS

Unit 1. IDENTIFYING THE TOPIC, MAIN IDEA(S), AND SUPPORTING DETAILS

EXERCISE 1. Read the text “Identifying students and learners with special needs” and underline the topic sentences in each paragraph. Answer the question: What is the text about? What do you think is the main idea of the text. Write down in your own words what you are able to conclude from the information.

Identifying students or learners with special needs

Some children are easily identified as candidates for special needs due to their medical history. For example, they may have been diagnosed with a genetic condition that is associated with intellectual disability, may have various forms of brain damage, may have a developmental disorder, may have visual or hearing disabilities, or other disabilities.

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

In the discrepancy model, a student receives special education services for a specific learning difficulty (SLD) if the student has at least normal intelligence and the student's academic achievement is below what is expected of a student with his or her IQ. Although the discrepancy model has dominated the school system for many years, there has been substantial criticism of this approach (e.g., Aaron, 1995, Flanagan and Mascolo, 2005) among researchers. One reason for criticism is that diagnosing SLDs on the basis of the discrepancy between achievement and

IQ does not predict the effectiveness of treatment. Low academic achievers who also have low IQ appear to benefit from treatment just as much as low academic achievers who have normal or high intelligence.

The alternative approach, response to intervention, identifies children who are having difficulties in school in their first or second year after starting school. They then receive additional assistance such as participating in a reading remediation program. The response of the children to this intervention then determines whether they are designated as having a learning disability. Those few who still have trouble may then receive designation and further assistance. Sternberg (1999) has argued that early remediation can greatly reduce the number of children meeting diagnostic criteria for learning disabilities. He has also suggested that the focus on learning disabilities and the provision of accommodations in school fails to acknowledge that people have a range of strengths and weaknesses and places undue emphasis on academics by insisting that students should be supported in this area and not in music or sports.

EXERCISE 2. The idea of the article is not always stated in one topic sentence, sometimes it is implied. Identify the main idea of the following article.

Modern Theories

The proliferation of nursery schools and other institutions of preschool education in the 20th century can be traced to a number of developments: (1) a new scientific interest in early childhood, resulting from applications in the fields of psychology, medicine, psychiatry, and education; (2) recognition of the importance of child guidance and parent education; and (3) the efforts of individuals and agencies to improve the educational programs of day nurseries already established for the care of children of working mothers. Because the nursery school movement has sprung from such a variety of social forces, no one type of school may be described as representative of the movement. Nevertheless, it is profitable to consider a few modern views of early childhood education.

One major contribution has been the developmental psychology of Jean Piaget and his followers, who are convinced that children advance through rather regular stages of intellectual development. The first two periods—sensorimotor intelligence (from birth until age two) as well as representative intelligence (from two to seven or eight)—relate to the field of early childhood. In the first stage (sensorimotor) the child learns to use his muscles and senses to deal with external objects and events while his language begins to form. He also begins to deal with and know that things exist even if they are beyond his sight and touch. He also starts to “symbolize” (represent things by word or gesture). In the second stage the child experiences the greatest language growth; words and other symbols become a way to represent both the outside world and inner feelings. At this stage the child’s adjustments depend on learning by trial and error, but he also manages things by intuition. He begins to integrate symbolization and elementary types of relationships, such as logical and mathematical relationships (grouping, sizes, quantities, and qualities) and spatial and temporal relationships. Piaget’s theory laid the groundwork for recognizing the importance of cognitive learning processes and concept formation in the young child. Piaget also stressed the importance of an environment conducive to learning the necessary skills.

One of the major concerns of nursery schools and kindergartens is language development. Most investigators agree that true speech starts when the child begins to develop meaningful associations with the words he uses (an infant who imitates the word *mama* without understanding its meaning is not engaging in true speech). For a child between two and six, oral speech is a major task, involving both expression and comprehension. By about the age of four he has mastered the fundamentals of the systematic grammar of his language. By the age of six the average child has increased his vocabulary to about 2,500 words or so—depending on the quality of his environment, and particularly the willingness of adults to relate to the child. Many studies show that the very young child in an impersonal institution, such as an orphanage, generally lags in language development behind children of the same age in a normal family setting. One of the many tasks of early childhood education is to provide training

in elementary language skills for all children, but especially for those who need compensatory work. To improve their comprehension and speech, there are listening and language games. Educators who find educational games a successful teaching device claim that they stimulate the child's interest in learning.

EXERCISE 3. Read the text “Speech and Language Impairments?” and underline the topic sentences in each paragraph. Identity the function of other sentences in the paragraphs. Write down in your own words what you’ve learnt from the text.

Speech and Language Impairments

Definition

The Individuals with Disabilities Education Act (IDEA) officially defines speech and language impairments as “a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.” Each point within this official definition represents a speech and language subcategory. “A communication disorder such as stuttering” provides an example of a fluency disorder; other fluency issues include unusual word repetition and hesitant speech. “Impaired articulation” indicates impairments in which a child experiences challenges in pronouncing specific sounds. “A language impairment” can entail difficulty comprehending words properly, expressing oneself and listening to others. Finally, “a voice impairment” involves difficulty voicing words; for instance, throat issues may cause an abnormally soft voice.

Common Traits

Speech and language impairments tend to emerge at a young age, and the earlier a child is diagnosed and receives services accordingly, the more likely that child can outgrow the disability. Speech-language pathologists work with children with speech and language impairments, as well as with parents and teachers. For example, a speech-language

pathologist might work with a child with impaired articulation to help him or her learn to pronounce “s” and “z” sounds correctly.

If a child fails to meet the speech and language milestones set by American Speech-Language-Hearing Association (ASHA), he or she might have a speech and language impairment. The National Dissemination Center for Children with Disabilities, commonly referred to as NICHCY, notes that parents are usually the first to suspect that a child might possess such an impairment. However, it’s important to note that hearing issues, autism and a number of other disabilities can masquerade as speech and language impairments, and a child with a suspected impairment should be evaluated by a speech-language pathologist to avoid misdiagnosis.

Educational Challenges

The obstacles created by speech and language impairments vary by the specific case, but because communication is at the core of education, these impairments can impact a student’s entire educational experience. Some of these challenges might involve:

- Communicating effectively with classmates and teachers
- Understanding and/or giving oral presentations
- Participating in classroom discussions
- Attaining normalcy within a group

Tips for Teachers and Parents

NICHCY recognizes early intervention as a helpful tool for children with speech and language impairments, and working with a speech-language pathologist during the preschool years can be a game changer. Addressing issues, such as stuttering and articulation impairments, early can lessen potential communication difficulties later in a child’s educational career.

It’s worth mentioning that speech and language impairments requiring long-term attention generally remain manageable. A school’s speech-language pathologist should work with both teachers and parents to discuss a child’s needs and how to best meet them.

Bullying is an issue for some children with speech and language impairments; for instance, peers might mock a stutter or a lisp. Bullying often becomes more than a social issue as it can distract the student who is the target from his or her classwork. Taking class time to teach about bullying can help prevent to prevent this.

https://journals.lww.com/jrnldbpf/fulltext/2001/12000/speech_and_language_impairments_in_children_.15.aspx

EXERCISE 4. Identify the topic sentence and the supporting details in the text “Barriers and challenges”

A structure of a typical paragraph:

- I. The Main Idea Sentence (the topic sentence):
 - 1.Supporting Detail #1
 - 2.Supporting Detail #2
 - 3.Supporting Detail #3
- II. Concluding (or Summary) Sentence

Barriers and challenges

Children's learning potential and outcomes are negatively affected by exposure to violence, abuse and child labour. Thus, protecting young children from violence and exploitation is part of broad educational concerns. Due to difficulties and sensitivities around the issue of measuring and monitoring child protection violations and gaps in defining, collecting and analysing appropriate indicators, data coverage in this area is scant. However, proxy indicators can be used to assess the situation. For example, ratification of relevant international conventions indicates countries' commitment to child protection. By April 2014, 194 countries had ratified the CRC3; and 179 had ratified the 1999 International Labour Organization's Convention (No. 182) concerning the elimination of the worst forms of child labour. But, many of these ratifications are yet to be given full effect through actual implementation of concrete measures. Globally, 150 million children aged 5–14 are estimated to be engaged in child labour. In conflict-affected poor countries, children are twice as likely to die before their fifth birthday compared to those in other poor

countries. In industrialized countries, 4 per cent of children are physically abused each year and 10 per cent are neglected or psychologically abused.

In both developed and developing countries, children of the poor and the disadvantaged remain the least served. This exclusion persists against the evidence that the added value of early childhood care and education services are higher for them than for their more affluent counterparts, even when such services are of modest quality. While the problem is more intractable in developing countries, the developed world still does not equitably provide quality early childhood care and education services for all its children. In many European countries, children, mostly from low-income and immigrant families, do not have access to good quality early childhood care and education.

From Wikipedia, free encyclopedia

EXERCISE 5. Analyze the structure of the text “Inclusive Education: What It Means, Proven Strategies, and a Case Study”. Comment on the function of each paragraph in the text.

Inclusive Education: What It Means, Proven Strategies, and a Case Study

By Lilla Dale McManis, PhD

Lilla Dale McManis, MEd, PhD has a BS in child development, an MEd in special education, and a PhD in educational psychology. She was a K-12 public school special education teacher for many years and has worked at universities, state agencies, and in industry teaching prospective teachers, conducting research and evaluation with at-risk populations, and designing educational technology. Currently, she is President of Parent in the Know where she works with families in need and also does business consulting.

Considering the potential of inclusive education at your school? Perhaps you are currently working in an inclusive classroom and looking for effective strategies. Lean into this deep-dive article on inclusive education to gather a solid understanding of what it means, what the

research shows, and proven strategies that bring out the benefits for everyone.

What is inclusive education? What does it mean?

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini & Gut, 2012).

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. This is not to say that students *never* need to spend time out of regular education classes, because sometimes they do for a very particular purpose — for instance, for speech or occupational therapy. But the goal is this should be the exception.

The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It's also critically important that the adults are supported, too. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that *also* includes parents.

The research basis for inclusive education

Inclusive education and inclusive classrooms are gaining steam because there is so much research-based evidence around the benefits. Take a look.

Benefits for students

Simply put, both students with and without disabilities learn *more*. Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012).

For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies — both in grades and on standardized tests — better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behavior. This could be related to findings about attitude — they have a higher self-concept, they like school and their teachers more, and are more motivated around working and learning.

Their peers without disabilities also show more positive attitudes in these same areas when in inclusive classrooms. They make greater academic gains in reading and math. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. One of these is when they serve as peer-coaches. By learning how to help another student, their own performance improves. Another is that as teachers take into greater consideration their diverse SWD learners, they provide instruction in a wider range of learning modalities (visual, auditory, and kinesthetic), which benefits their regular ed students as well.

Researchers often explore concerns and potential pitfalls that might make instruction less effective in inclusion classrooms (Bui et al., 2010; Dupois et al., 2006). But findings show this is not the case. Neither instructional time nor how much time students are engaged differs between inclusive and non-inclusive classrooms. In fact, in many instances, regular

ed students report little to no awareness that there even are students with disabilities in their classes. When they *are* aware, they demonstrate more acceptance and tolerance for SWD when they all experience an inclusive education together.

Parent's feelings and attitudes

Parents, of course, have a big part to play. A comprehensive review of the literature (de Boer, Pijl, & Minnaert, 2010) found that on average, parents are somewhat uncertain if inclusion is a good option for their SWD. On the upside, the more experience with inclusive education they had, the more positive parents of SWD were about it. Additionally, parents of regular ed students held a decidedly positive attitude toward inclusive education.

Now that we've seen the research highlights on outcomes, let's take a look at strategies to put inclusive education in practice.

Inclusive classroom strategies

There is a definite need for teachers to be supported in implementing an inclusive classroom. A rigorous literature review of studies found most teachers had either neutral or negative attitudes about inclusive education (de Boer, Pijl, & Minnaert, 2011). It turns out that much of this is because they do not feel they are very knowledgeable, competent, or confident about how to educate SWD.

However, similar to parents, teachers with more experience — and, in the case of teachers, more training with inclusive education — were significantly more positive about it. Evidence supports that to be effective, teachers need an understanding of best practices in teaching and of adapted instruction for SWD; but positive attitudes toward inclusion are also among the most important for creating an inclusive classroom that works (Savage & Erten, 2015).

Of course, a modest blog article like this is only going to give the highlights of what have been found to be effective inclusive strategies. For there to be true long-term success necessitates formal training. To give you an idea though, here are strategies recommended by several research

studies and applied experience (Morningstar, Shogren, Lee, & Born, 2015; Alquraini, & Gut, 2012).

Use a variety of instructional formats

Start with whole-group instruction and transition to flexible groupings which could be small groups, stations/centers, and paired learning. With regard to the whole group, using technology such as interactive whiteboards is related to high student engagement. Regarding flexible groupings: for younger students, these are often teacher-led but for older students, they can be student-led with teacher monitoring. Peer-supported learning can be very effective and engaging and take the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations.

Ensure access to academic curricular content

All students need the opportunity to have learning experiences in line with the same learning goals. This will necessitate thinking about what supports individual SWDs need, but overall strategies are making sure all students hear instructions, that they do indeed start activities, that all students participate in large group instruction, and that students transition in and out of the classroom at the same time. For this latter point, not only will it keep students on track with the lessons, their non-SWD peers do not see them leaving or entering in the middle of lessons, which can really highlight their differences.

Apply universal design for learning

These are methods that are varied and that support many learners' needs. They include multiple ways of representing content to students and for students to represent learning back, such as modeling, images, objectives and manipulatives, graphic organizers, oral and written responses, and technology. These can also be adapted as modifications for SWDs where they have large print, use headphones, are allowed to have a peer write their dictated response, draw a picture instead, use calculators, or just have extra time. Think too about the power of project-

based and inquiry learning where students individually or collectively investigate an experience.

Now let's put it all together by looking at how a regular education teacher addresses the challenge and succeeds in using inclusive education in her classroom.

A case study of inclusive practices in schools and classes

Mrs. Brown has been teaching for several years now and is both excited and a little nervous about her school's decision to implement inclusive education. Over the years she has had several special education students in her class but they either got pulled out for time with specialists or just joined for activities like art, music, P.E., lunch, and sometimes for selected academics.

She has always found this method a bit disjointed and has wanted to be much more involved in educating these students and finding ways they can take part more fully in her classroom. She knows she needs guidance in designing and implementing her inclusive classroom, but she's ready for the challenge and looking forward to seeing the many benefits she's been reading and hearing about for the children, their families, their peers, herself, and the school as a whole.

During the month before school starts, Mrs. Brown meets with the special education teacher, Mr. Lopez — and other teachers and staff who work with her students — to coordinate the instructional plan that is based on the IEPs (Individual Educational Plan) of the three students with disabilities who will be in her class the upcoming year.

About two weeks before school starts, she invites each of the three children and their families to come into the classroom for individual tours and get-to-know-you sessions with both herself and the special education teacher. She makes sure to provide information about back-to-school night and extends a personal invitation to them to attend so they can meet the other families and children. She feels very good about how this is coming together and how excited and happy the children and their families are feeling. One student really summed it up when he told her, "You and I are going to have a great year!"

The school district and the principal have sent out communications to all the parents about the move to inclusion education at Mrs. Brown's school. Now she wants to make sure she really communicates effectively with the parents, especially as some of the parents of both SWD and regular ed students have expressed hesitation that having their child in an inclusive classroom would work.

She talks to the administration and other teachers and, with their okay, sends out a joint communication after about two months into the school year with some questions provided by the book *Creating Inclusive Classrooms* (Salend, 2001 referenced in Salend & Garrick-Duhaney, 2001) such as, "How has being in an inclusion classroom affected your child academically, socially, and behaviorally? Please describe any benefits or negative consequences you have observed in your child. What factors led to these changes?" and "How has your child's placement in an inclusion classroom affected you? Please describe any benefits or any negative consequences for you." and "What additional information would you like to have about inclusion and your child's class?" She plans to look for trends and prepare a communication that she will share with parents. She also plans to send out a questionnaire with different questions every couple of months throughout the school year.

Since she found out about the move to an inclusive education approach at her school, Mrs. Brown has been working closely with the special education teacher, Mr. Lopez, and reading a great deal about the benefits and the challenges. Determined to be successful, she is especially focused on effective inclusive classroom strategies.

Her hard work is paying off. Her mid-year and end-of-year results are very positive. The SWDs are meeting their IEP goals. Her regular ed students are excelling. A spirit of collaboration and positive energy pervades her classroom and she feels this in the whole school as they practice inclusive education. The children are happy and proud of their accomplishments. The principal regularly compliments her. The parents are positive, relaxed, and supportive.

Mrs. Brown knows she has more to learn and do, but her confidence and satisfaction are high. She is especially delighted that she has been

selected to be a part of her district's team to train other regular education teachers about inclusive education and classrooms.

Summing Up

The future is very bright indeed for this approach. The evidence is mounting that **inclusive education** and classrooms are able to not only meet the requirements of LRE for students with disabilities, but to benefit regular education students as well. We see that with exposure both parents and teachers become more positive. Training and support allow regular education teachers to implement inclusive education with ease and success. All around it's a win-win!

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EXERCISE 6. Find the main idea of the whole article, make up a title for it.

Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students.

It is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life.

Inclusion rejects but still provides the use of special schools or classrooms to separate students with disabilities from students without disabilities. Schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students while being less focused on by teachers due to a higher student to teacher ratio.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

Inclusion has two sub-types: the first is sometimes called regular inclusion or partial inclusion, and the other is full inclusion. In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even those that

require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes. Special education is considered a service, not a place and those services are integrated into the daily routines and classroom structure, environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and it is not widely understood or applied to date.

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. While becoming less discriminatory, children without disabilities that learn in inclusive classrooms also develop communication and leadership skills more rapidly.

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.

Another study shows the effect on inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.

A third study shows how the support of peers in an inclusive classroom can lead to positive effects for children with autism. The study observed typical inclusion classrooms, ages ranging from 7 years old to 11

years old. The peers were trained on an intervention technique to help their fellow autistic classmates stay on task and focused. The study showed that using peers to intervene instead of classroom teachers helped students with autism reduce off-task behaviors significantly. It also showed that the typical students accepted the student with autism both before and after the intervention techniques were introduced.

Even with inclusive education becoming more popular in both the classroom and in society, there are still some students with exceptionalities that are not reaping the benefits of being in a mainstream classroom. Two recent studies show that there is still work to be done when it comes to implementing inclusivity into practice. One researcher studied 371 students from grades 1-6 in 2 urban and 2 rural mainstream elementary schools in Ireland that implemented inclusive education. Students were asked through questionnaire about the social status of their peers – some of whom are on the spectrum (Autism Spectrum Disorder (ASD)) – in relation to play and work contexts. This was to determine if these students were accepted or rejected socially in an inclusive education setting. “Results showed that children with ASD experienced significantly lower levels of social acceptance and higher levels of social rejection”. This demonstrates that even though there are practices in place that work to include students with exceptionalities, there are still some who are rejected by their peers.

Many of the placements in mainstream schools with inclusive education are done because they believe the student is academically able, but rarely do they consider if they are socially able to adjust to these circumstances. One research study examined the experiences of students with ASD in inclusive mainstream schools. The 12 students ranged from 11–17 years old with varied symptoms and abilities along the autism spectrum. Results showed that all participants experienced feelings of dread, loneliness, and isolation, while being bullied, misunderstood, and unsupported by their peers and teachers. These feelings and exclusion had an impact on their well-being and demonstrated “that mainstream education is not meeting the needs of all with autism deemed mainstream able; a gap exists between inclusion rhetoric and their lived realities in the classroom”. This shows that there is still need for improvement on the

social conditions within inclusive education settings, as many with exceptionalities are not benefiting from this environment.

Critics of full and partial inclusion include educators, administrators and parents. Full and partial inclusion approaches neglect to acknowledge the fact that most students with significant special needs require individualized instruction or highly controlled environments. Thus, general education classroom teachers often are teaching a curriculum while the special education teacher is remediating instruction at the same time. Similarly, a child with serious inattention problems may be unable to focus in a classroom that contains twenty or more active children. Although with the increase of incidence of disabilities in the student population, this is a circumstance all teachers must contend with, and is not a direct result of inclusion as a concept.

Full inclusion may be a way for schools to placate parents and the general public, using the word as a phrase to garner attention for what are in fact illusive efforts to educate students with special needs in the general education environment.

At least one study examined the lack of individualized services provided for students with IEPs when placed in an inclusive rather than mainstreamed environment.

Some researchers have maintained school districts neglect to prepare general education staff for students with special needs, thus preventing any achievement. Moreover, school districts often expound an inclusive philosophy for political reasons, and do away with any valuable pull-out services, all on behalf of the students who have no say in the matter.

Inclusion is viewed by some as a practice philosophically attractive yet impractical. Studies have not corroborated the proposed advantages of full or partial inclusion. Moreover, "push in" servicing does not allow students with moderate to severe disabilities individualized instruction in a resource room, from which many show considerable benefit in both learning and emotional development.

Parents of disabled students may be cautious about placing their children in an inclusion program because of fears that the children will be

ridiculed by other students, or be unable to develop regular life skills in an academic classroom.

Some argue that inclusive schools are not a cost-effective response when compared to cheaper or more effective interventions, such as special education. They argue that special education helps "fix" the students with exceptionalities by providing individualized and personalized instruction to meet their unique needs. This is to help students with special needs adjust as quickly as possible to the mainstream of the school and community. Proponents counter that students with special needs are not fully into the mainstream of student life because they are secluded to special education. Some argue that isolating students with special needs may lower their self-esteem and may reduce their ability to deal with other people. In keeping these students in separate classrooms they aren't going to see the struggles and achievements that they can make together. However, at least one study indicated mainstreaming in education has long-term benefits for students as indicated by increased test scores, where the benefit of inclusion has not yet been proved.

From Wikipedia, free encyclopedia

Unit 2. SUMMARIZING

EXERCISE 1. Read the text “Language” and study the way original sentences are reduced.

Language

When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing. We expect to learn it as we learned geometry or how to ride a bicycle - systematically, and with clear ultimate success. Many people subsequently give up when they discover just what a misconception this is. They have in fact embarked on an activity that could last the rest of their lives. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed,

but also that they are — in many cases — barely masters of the language they call their own mother tongue.

Studying any language is, in, fact, an endless voyage. Each of thousands of languages currently used in the world is a complex affair. Many languages do have a standard form - particularly on paper - and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. The English language is just such a hybrid. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek, and since then has acquired bits and pieces of every other language that its users have ever been in contact with.

A second common misconception about language is that words have fixed and clear meanings. That is — fortunately or unfortunately — far from true. Take even the apparently simple and specific English word «man». It seems clear enough; it refers to «an adult male human being». Of course it does, but just consider for a moment the following sentences:

1. There are several men missing in this chess chest.
2. The boat was manned entirely by women and children.

You may argue that these sentences are somewhat unnatural; certainly they do not represent the everyday core meaning of the word «man». They are, however, legitimate extensions of that core meaning, the second being especially interesting because it is a verb and not a noun, and suggests that we expect adult male human beings to serve as the crew of ships, and not women and certainly not children. Part of the pleasure and genius of language may well arise out of this slight misuse of words. After all, if you call a person a cat or cabbage, no literal identification is intended, but a lot of meaning is nevertheless conveyed.

A third misconception about language claims that every language is or should be equally used and understood by all its practitioners everywhere. Certainly, users of the standard forms of English in the United Kingdom generally understand their equivalents in the United States: the degree of similarity between these two major forms of English is great. Dialect-users in these countries, however, have serious problems understanding each

other, to the extent that they may wonder if they are actually using the same language. Someone from Brooklyn, New York, will have a trouble with a Cockney from London; an old-style British Army colonel won't do well in discussion with a Californian flowerchild. Yet they all belong within the vast community of 20th century world English.

original sentences	reduced versions of these sentences
1. When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing (27 words)	1. We often treat a language as though it were a simple unchanging thing (13 words)
2. We expect to learn it as we learned geometry or how to ride a bicycle - systematically, and with clear ultimate success. (21 words)	2. We expect to learn it as we learned geometry or how to ride a bicycle (16 words)
3 Many people subsequently give up when they discover just what a misconception this is. (14 words)	3. This is a misconception (4 words).
4 They have in fact embarked on an activity that could last the rest of their lives. (16 words)	4. Learning a foreign language is a difficult lifelong activity... (9 words)
5. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are - in many cases - barely masters of the language they call their own mother tongue. (42 words)	5. . . .and makes aware that we do not necessary know our own mother tongue really well (16 words)
6. Studying any language is, in, fact, an	6. (incorporated into #4)

endless voyage. (9 words)	
7. Each of thousands of languages currently used in the world is a complex affair. (15 words)	7. Languages are complex... (3 words)
8. Many languages do have a standard form - particularly on paper - and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. (41 words)	8. . . .many of them have standard forms, regional dialects and various social styles. Many of them are the result of the mingling of other languages. (24 words)
9. The English language is just such a hybrid. (8 words)	9. English is just such a hybrid... (6 words)
10. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek , and since then has acquired bits and pieces of every other language that its users have ever been in contact with. (57 words)	10. ...a form of German influenced by French, Latin, Greek and other languages. (12 words)
Total 250 words	Total 103 words

Rendering.

Учебно-методическое пособие по обучению реферированию

Сост.: С.М. Богатова, Н. Ю. Цыганкова

EXERCISE 2. In the article “Importance Of Play In Child Development”

Nine amazing benefits of play in child development are observed. The authors also review research results that highlight the importance of play.

a) Read the first paragraph and its reduced version.

Importance Of Play In Child Development (9 Benefits & Infographic)

"You can discover more about a person in an hour of play than in a year of conversation." This quote, attributed to both Plato and Richard Lingard, a professor of divinity from the 17th century, sums up what early childhood educators have known for decades. Through play children explore their world, learn about math and science, and have ample opportunities to practice literacy and language skills. Through play children learn to navigate difficult social situations and develop problem-solving skills. Through play children learn that they can be anyone they want to be and that imagination is a powerful tool.

Many parents intuitively know why play is important to children, but despite its many benefits, we rarely associate play with learning. For most people, learning involves acquiring a specific new skill, such as memorizing alphabets, counting, writing, etc. They often believe that playing is only for fun and involves no actual learning.

However, according to studies, **playing is learning**. Children learn through playing.

Through play children explore their world, learn about math and science, and have ample opportunities to practice literacy and language skills. Through play children learn to navigate difficult social situations and develop problem-solving skills. Through play children learn that they can be anyone they want to be and that imagination is a powerful tool.

Many parents intuitively know why play is important to children, but rarely associate play with

We know that children who are able to sustain pretend play roles are able to work better with their peers and solve social problems (Bodrova, Germeroth, and Leong, 2011). This can extend beyond the school years into the working years and benefit the community as a whole. We are raising the next generation of citizens, and we can raise them better through play.

Because of decreasing support for play in early childhood programs, play quality among preschoolers is diminishing to the lowest levels, those typically seen among toddlers, and we are no longer seeing mature, high-quality play scenarios in our classrooms (Bodrova, Germeroth, and Leong, 2011). If this trend continues, young children will enter kindergarten less able to play cooperatively and self-regulate.

The importance of play in early childhood cannot be underestimated because playing is essential to a child's growth. (302 words)

learning.

However, playing is learning.

Because of decreasing support for play in early childhood programs, play quality among preschoolers is diminishing to the lowest levels. If this trend continues, young children will enter kindergarten less able to play cooperatively and self-regulate.

Playing is essential to a child's growth.

(117 words)

b) Match the topic sentence in the left column and the paragraph in the right column.

9 Benefits Of Play

1. STIMULATE EARLY BRAIN DEVELOPMENT	<p>Playing is crucial in enhancing social development in children. Unstructured active play with others – including parents, siblings, and peers – is a significant opportunity to cultivate social skills. While playing, the act of pretending as well as negotiating with peers enhances children’s social skills.</p> <p>Playing also provides opportunities for children to learn social interaction. While playing together, children learn to cooperate, follow the rules, develop self-control, and generally get along with other people.</p> <p>Psychologists found that the amount and complexity of fantasy play by preschoolers significantly predicted their social skills and popularity, as well as their positive social activity.</p> <p>Playful children tend to be happier, better adjusted, more co-operative, and more popular with their peers than those who play less.</p> <p>Children who play more also develop more empathy, another essential element that advances social skills. Such children grow to have a better understanding of other people’s feelings and beliefs.</p>
2. IMPROVE INTELLIGENCE	<p>Parents who play with their children form a stronger bond with them. Even a simple game like peekaboo can become a special bonding moment for both parents and children. These interactions provide positive life experiences that stimulate children’s</p>

	<p>brain development.</p> <p>Last but not least, happy, playful moments are some of the most precious gifts we can give our children.</p>
<p>3. SPARK CREATIVE THINKING</p>	<p>We already know that play promotes emotion regulation, which is vital for a child’s <u>resilience</u> and mental health.</p> <p>Playing that involves physical activities promotes motor skills, strength, and endurance, which benefits physical health.</p>
<p>4. IMPROVE COMMUNICATION, VOCABULARY, AND LANGUAGE</p>	<p>Perhaps the most obvious benefit of playing is that it increases a child’s creativity.</p> <p>Creativity is closely tied to divergent thinking, which explores many possible solutions and typically generates creative ideas. Many studies have found that playing is highly associated with divergent thinking.</p> <p>To test this association in a study, researchers randomly assigned 52 children, aged six to seven, to two activities. In the first activity, the children copied text from a chalkboard. In the second, the children played with salt-dough.</p> <p>Later, all the children were asked to perform a creative project. A panel of ten judges found that the projects created by the children in the salt-dough group had higher creative qualities than those in the other group.</p> <p>Other studies have also associated free play, especially pretend-play, with significant improvement in divergent thinking.</p> <p>Free play is unstructured play that encourages children to explore and design</p>

	<p>their own games. Pretend play requires a child to imagine scenarios and then act them out. The freedom of these types of playing allows children to be creative.</p> <p>Imagination fuels creativity and some studies have also found that creative adolescents tend to have had imaginary friends in childhood.</p>
<p>5. PROMOTE IMPULSE CONTROL AND EMOTION REGULATION</p>	<p>Early playing is also found to be associated with higher intelligence later in life.</p> <p>One study by the University of Arkansas shows that regularly offering toys to infants to play with leads to higher IQ by age three. Later, psychologist Edward Fisher analyzed 46 studies done on play. He found that playing could enhance a child’s cognitive, linguistics, and social development.</p>
<p>6. GROW SOCIAL COMPETENCE AND EMPATHY</p>	<p>The link between early play and later communication skills is evident in research, too.</p> <p>One study sought to understand whether communication could benefit from play. Researchers observed what happened when an infant began playing with a toy. They found that if the mother responded by manipulating and naming the toys, the baby – when tested three months later – would have better language skills.</p> <p>Another study, conducted by the University of Georgia, observed sixty-five kindergartners in their classrooms over four weeks. The presence of play, especially pretend play, was found to predict performance in pre-reading, language, and writing</p> <p>Pretend-play is especially beneficial</p>

	<p>because it allows young children to practice their vocabulary when they speak and try to understand others. During social play, they often reciprocate each other's words and actions to reach agreements.</p>
<p>7. BETTER PHYSICAL AND MENTAL HEALTH</p>	<p>Self-regulation is one of the most essential skills for school readiness. Well-regulated children can wait for a turn, resist the temptation to grab objects from other children, control negative emotions, and persist through challenging activities.</p> <p>In a New Zealand study, psychologists examined how children handled negative events during pretend plays. They found that children who had more pretend-plays with their caregivers were better at regulating their emotions to continue playing.</p> <p>Emotion regulation is not only essential for academic success, but it can also predict a child's social success. In preschool, children who exhibit better emotional control are more likable and socially competent.</p>
<p>8. TEACH LIFE LESSONS</p>	<p>Playing can promote a child's <u>brain development</u> in many ways, including providing crucial life experiences to set the grounds for brain growth.</p> <p>Infant brains are equipped with an overabundance of brain cell connections (synapses). Synapse overproduction allows information captured from the early years to build a foundation for the brain.</p> <p>An environment enriched with play, <u>sensory play</u> and play materials provides the perfect life experiences to build that foundation. If those experiences are</p>

	<p>absent, the related synapses will be lost.</p> <p>Neuroscientists discovered that enrichment such as toys, games, and playing can alter a brain's chemistry and physiology. The brain area associated with higher cognitive processing (the cerebral cortex) can benefit from environmental enrichment and play more than other parts of the brain.</p>
<p>9. STRENGTHEN RELATIONSHIP WITH CARETAKERS AND PEERS</p>	<p>Play helps children develop the ability to solve problems.</p> <p>When children act out life's problems when pretend-playing, it helps them cope with the struggles in their own ways. It also provides a safe opportunity for children to rehearse skills and future social roles.</p> <p>When children try out various roles, they learn to take on different perspectives, which will further assist them in abstract thinking.</p>

Final Thoughts on Play

Because play is imperative in a child's development, play-based preschools may provide a better learning environment than other alternatives. When choosing a preschool, parents should pay attention to how classes are conducted, whether the "play to learn" approach is used, and how much free-play is allowed.

<https://www.parentingforbrain.com/benefits-play-learning-activities-early-childhood>

c) Choose any 3 paragraphs and write their reduced versions.

EXERCISE 3. Here are some passages from articles reprinted from the National Network for Child Care - NNCC. Summarize them using the steps below, limit your summary to 25-30 words

- Read the passage several times.
- Decide on the essential points.
- Write down key words and expressions that remind you of these essential points. (These may come from the text or from you.)
- Expand your key words into a sentence or two. You can write in the third person (*she, he*, for example) even if the passage is in the first person (I).

READING ALOUD WITH PRESCHOOLERS

While connecting experience to language is an important foundation for learning to read, giving children direct contact with books is equally important. In fact, the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

When adults read aloud, children quickly learn that a book is a wonderful thing. When an adult happily reads aloud to children and reads stories that delight both the adult and the children, the experience can be magical. Often adults relive the joys of stories that were important in their own childhood and pass those special stories on to the next generation. The children bask in the warmth and intimacy of sharing a book with a loved adult. Even if children do not fully understand the story or poem being read, they may enjoy simply hearing the tone and cadence of the adult's voice, and they will naturally learn about the nature of stories and the structure of language.

There is more to reading to children than just saying the words. Reading aloud is a social event, a shared activity in which children are encouraged to ask questions and talk about a story. A story may be the jumping off point for great discussions. For example, what would your children say if

you asked, "Why did the hare think he could get away with sleeping on the side of the road?" Pointing out the connections between the story and your children's own lives is also important. Comparing Peter Rabbit and Benjamin Bunny of Beatrix Potter fame with the rabbit you saw at the pet store, at the zoo, or in the woods will help your child distinguish between real and make-believe.

It is not so much who reads with children but rather that someone does it regularly and with joy.

Reprinted with permission from the National Network for Child Care - NNCC.(1993). Reading aloud with preschoolers. In M. Lopes (Ed.) CareGiver News(April, p.4). Amherst, MA: University of Massachusetts Cooperative Extension.

TRY "TIME-OUT"

Time-Out is a positive technique that can be used when the children you care for are squabbling and their behavior is really annoying. It can be used effectively with children aged 3 to 12. It should be viewed as a calming device, not a punishment. It is just a short, boring period of time away from others.

To use this technique, explain it to the children when everyone is happy and things are going well. Give them an example: "The next time you argue about toys, we're going to try a Time-Out. That means each of you goes to a different place for five minutes. I will let you know when five minutes are up." Assign each child a separate place to go - to a bedroom, on a sofa, in a beanbag chair.

When you call a Time-Out, it is important to announce it calmly. Otherwise, it will be viewed as a punishment. Time-Out gives children a chance to calm down, think about what happened, and realize that you will not allow the behavior to continue. When the Time-Out is over, let the children know that "five minutes are up."

The first time you try it, the children may be puzzled. After they become familiar with it, they accept it and may even call Time-Out on themselves.

A variation of this technique with toddlers is to lift the little one from the situation, moving a short distance away from the problem situation, and giving a short explanation like, "No biting people." Return to comfort the other child and provide something for that child to do. Then go back to the first youngster, explaining that "We do not bite people. If you are angry, you can come and tell me. Now let's find a puzzle for you to do."

It's important to reinforce the ADD child's compliance by implementing Time-Out procedures for non-compliance. The Time-Out procedure can also be used to reinforce increasingly longer periods of on-task behavior.

Researchers indicate that caregivers can be more effective and increase their own self-esteem in the nurturing role when they are able to issue fewer directives and give more positive feedback to children. Researchers also say that it is important to deal with the issue of compliance in the preschool years, "when behavior problems peak and caregivers' experience stress and low nurturing self-esteem."

Reprinted with permission from the National Network for Child Care – NNCC. (1993). Try "time-out." In M. Lopes (Ed.) CareGiver News (April, p.1). Amherst, MA: University of Massachusetts Cooperative Extension.

WELCOMING CHILDREN

As you say good-bye to some children, you will be saying hello to others. Or you may be welcoming all the children back after a long summer holiday. Feeling welcome is important to children. It puts them at ease and helps them adjust more easily to their surroundings.

Think back to a time when you felt especially welcome as a child. What were some of the things that made you feel that way?

One way to make children feel that they belong is to learn their names quickly. Help them, too, to learn each others names. Names are special to each of us. Having someone say "Hi, Jack," or "Hello, Susan,"

when you walk through the door sends a strong message that you belong.

The physical environment also sends messages to children. A brightly colored bulletin board filled with interesting things says, "Were glad you're here!" Giving each child his own personal space or "cubby" and allowing the child to make a special name tag for it says, "You're special." Asking children about their favorite books and putting some of those books in the book corner the next day tells children, "People here will listen to you."

A third way to make children feel welcome is to find some time to talk to each child individually. Find out how many brothers and sisters they have, if they have any pets, what they like to do, and what's going on at home or in their neighborhoods. This tells children that you care about them as individuals.

Another way to welcome school-age children is to include them in decision making. This tells children that their ideas are important. Until you know the children well, it will be easier if you provide simple choices. For example, you could present two activities or two possible snacks for next week and allow them to vote on which one they want. This method works especially well with younger children who may have difficulty thinking up ideas on their own or deciding among many options. As you get to know the children better and they become more knowledgeable about the child care setting, you can offer them even more responsibility.

Feeling welcome is important to all of us. When you let children know in many different ways that they belong, you are building a foundation of trust and mutual respect.

*Reprinted with permission from the National Network for Child Care - NNCC. Todd, C. M. (1992). Welcoming children. In Todd, C.M. (Ed.), *School-age connections*, 1(6), p. 3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.*

MAKING THE MOST OF OUTDOOR PLAY

As I write this, snow is on the ground and the temperature is below freezing. However, the days are increasingly longer, a sure sign that spring will soon be here. By the time you read this, you and the children you care for will like nothing better than spending many hours outside.

Being outside, including on playgrounds, provides opportunities for children to actively expand and create play environments. When children are happily engaged with a variety of interesting and complex materials, caregivers are able to observe and direct their attention to individuals and small groups of children. However, when there is a scarcity of play materials, "caregivers will need to be actively involved and provide play ideas."

The materials young children find most involving are those which can be manipulated or stimulate improvisation. We know what they are: water, mud, sand, and the various related equipment; art materials; vehicles; swings; moveable climbing boards, boxes, crates, hollow blocks, and other construction materials; dress up clothes and props.

A major part of the exhilaration of outside play is the sense of freedom to be and do according to one's own choices ... to follow your own path, or a friend's path, or know that you could if you cared to. These are known as the senses of autonomy and initiative.

Opportunities for such developmentally stimulating behaviors can be extended by empty spaces where children can create play by bringing in materials. When caregivers provide empty play areas, they extend the opportunities for children to make decisions with play materials, determining the context and the environment.

Thus, a small empty table outside could be used by one group of children as a spot for a domino tournament, another time as the housing for a pay phone, and still another as an airport on top of a mountain. By providing a mixture of both developed play areas (where the caregiver determines the focus of the children's play) and empty spaces and access to interesting play materials, children are able to engage in a range of developmentally important activities.

My own view of the ideal playground is that of an empty stage - a space with only the barest of fixed equipment, but a space which stimulates children's use of all aspects of themselves-physical bodies, social skills, creative powers, thinking abilities, feelings, and self-concepts. The open space can be exploited and filled with children's movements. The stage can also be used for unending creations of varied settings through the use of materials, props, and even costume pieces, supporting children's imaginative and social activities.

This concept of a playground requires adults or caregivers who can provide and maintain a wide variety of simple objects. These objects can be combined and reconfigured by the children in many ways to create more complex settings which stimulate and support more complex thinking and behaviors. This requires caregivers who view outdoor play as important as indoor activities, and who will closely observe children. Your eyes can not only prevent an injury, but also see ways and opportunities to extend children's play and by so doing, extend children's learning development.

*Reprinted with permission from the National Network for Child Care - NNCC. Self, F. (1996). Making the most of outdoor play. In Todd, C.M. (Ed.), *Child care center connections*, 5(3), Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.*

HELPING CHILDREN TO LOVE THEMSELVES AND OTHERS

You have one of the world's most important jobs. You help children feel strong, able, and loveable. Your positive, caring attitude is catching. As caregivers, your job is to encourage children to think about how people are alike and different, to ask all kinds of questions, and to find answers they can understand. Your words and attitude tell children that differences are wonderful.

From birth, children begin to learn to love themselves and others. Infants and toddlers start to see differences between people. They notice skin colors, hair colors and textures, eye shapes, and other features of race and ethnic background. Toddlers may reach out to feel each other's hair. Older 2-year-olds may stare or say things such as "What's that?"

Three-year olds figure out how to recognize boys and girls. Preschoolers are curious, too. Will skin color wash off? Eye shape and color is of great interest. Unfamiliar languages puzzle them. Even elementary-age children seem "old." Preschoolers also notice that people have different physical and mental abilities. Children often make comments that embarrass us.

By age 4, children are very much tuned in to our attitudes. They sense how we feel about them and other people. Many children grow up feeling good about who they are. "Here, let me do it," they volunteer. Most children feel comfortable being around other people, too. They are eager to have fun together. "Let's play firefighter!"

Many other young children already have negative ideas about themselves. "I can't," they say. Or you overhear them mutter, "I never do anything right." They may not know how to get along well with other children. Such children may seem quiet and shy, or they may be bullies.

Preschoolers may even believe some common biases and stereotypes about other people. They hear put-downs on TV. They see holiday decorations that poke fun. They are indeed aware of what is happening around them and between people.

How do you help children love themselves and others? First, look at your own attitudes, values, and behaviors. Then, include activities to help children appreciate each other's differences, develop a sense of fairness, and learn to stand up for themselves and others.

Mr. Rogers said, We are all different in many ways, but sometimes children are afraid to be different because they want to be like the people they love. Some children may even come to feel there's something wrong with being different. That's why grown-ups need to help children learn that being different is part of what makes them special to the people who love them.

When you help children notice and accept, in fact, celebrate differences, you pave the way to prevent prejudice and promote compassion, tolerance, and understanding.

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POWER PLAY: THE GOOD, THE BAD AND THE UGLY

One of the most frequently heard complaints among caregivers is that young children insist on playing super hero or fighting games. Around the age of four, a perfectly sweet and wonderful group of children can transform into a miniature commando unit, arms and legs flying as they challenge anyone and everyone wandering into their territory. It's as predictable as puberty, and often just as frustrating for adults.

Why do young children play aggressive games?

Anything that children do as often and as universally as power play must have some basis in children's typical development. If children between 4- and 6-years old consistently act out dramatic play scenarios that involve power, aggression, and good vs. evil, regardless of where they live, economic status, or family background, there must be something that they all have in common that is motivating this kind of play.

Many critics of modern media blame children's aggression on the high level of violence found on television and in films. There is no doubt that violence in the media is a valid concern that needs to be addressed. But power play among children is not a modern phenomenon. Long before Power Rangers® ever hit TV screens, children were playing good guys vs. bad guys.

Although the form that the characters take changes often, there are a few basic characteristics that are common in power play.

- there are always good guys and bad guys; good vs. evil; there is no gray area, you are all one or all the other
- there is always a conflict between the two; it is the responsibility of the good guys to fight the bad guys
- control or power is always the issue - who will "win" or be in control?

What are children learning?

If we believe that children are always learning something about themselves and their world through their play, then what can we conclude about the concepts learned in power play?

Some clues can be found if we look at other characteristics of children between the ages of four and six.

- Typically, children at the age of four begin testing their independence, as they did when they were two.
- They are still quite "black and white" in their thinking and tend to categorize people in simple, one-dimensional ways (for example, how can my teacher also be a mother?).
- They are becoming more aware of the effect of their own actions on others and the need for social rules of behavior. However, it is still difficult for them to see things from another person's perspective.
- They are beginning to form an understanding of morality, a universal code of "right" and "wrong" that is beyond simply knowing which of their own actions will result in punishment.
- Although they are given opportunities to make more decisions than they have at earlier ages, they still have relatively little control over what happens to them in our adult world.
- The line between real and pretend is still fuzzy, particularly when it comes to threats to be feared.

Perhaps power play is a means for young children to grapple with these concepts. In a dramatic play situation, the children have made the rules and drawn the boundaries. Within this safe environment, they can take on adult or super-human roles and experience a feeling of control. They can feel the satisfaction of good winning over evil and of knowing that they had the ability to overcome the bad guys. The very real fear of evil is brought down to a controllable size. And in the end, the children have the ultimate power to stop the whole game, knowing it is only pretend, making the issues of good vs. evil and power much more manageable.

Where are the boundaries?

Of course, it is the responsibility of adults to provide an atmosphere in which children are physically and emotionally safe. Left unchecked, power play can become too aggressive, leading to physical harm and fear. How can caregivers allow children to work through important

developmental issues and concepts while still maintaining a safe environment? Here are a few suggestions:

1. Make it very clear to children that one rule is always in force: everyone must be safe. If play will hurt anyone physically or make them feel unsafe, it must stop or be changed. You may need to write down this rule and post it for easy reference. Some caregivers even have children sign their names at the bottom to show their agreement with the rule.

2. Another good rule is that no one's feelings should be hurt during play. If you find that the same child is always playing the bad guy (possibly because he/she doesn't have the social skills to join play as a good guy), you can use this rule to reason with the children, saying that always being the bad guy will hurt his/her feelings. Then you can suggest that they think of a good guy character that he or she could be. You may want to go so far as to say that no children can be bad guys, but that bad guys will have to be imaginary.

3. As you see a power play scenario begin, have the children take a minute to explain to you the plot and the characters. As you remind them of the basic rules, encourage them to problem-solve ways to play their game within those rules. Be supportive as you help children try to think through the ways that their play affects others.

4. Observe power play closely- both the children involved and the children close by. Children at this age are still developing self-awareness and self-control. Physically, they may not realize that their action could truly hurt someone, especially when they are immersed in a pretend role. They also may not be able to control the intensity of the feelings brought out in power play. If you sense that a child is getting too intensely angry or upset in his or her role, step in and help the child calm down and regain control.

5. Join in the play periodically. Allow the children to assign you a role and find out the plot. This will allow you the opportunity to ask questions and find out what they are thinking as they act out the story. It will also give you the chance to suggest more constructive alternatives to violence as a solution or to stretch their thinking about why people might do bad things and whether or not they can change. Use a light touch,

however; children have selective hearing and will quickly tune you out if they detect a "lecture voice!"

It is possible to allow children to act out power play scenes and to still maintain your sanity!

The keys are to:

- understand the developmental aspect of power play
- recognize what children are learning
- establish reasonable, understandable limits

Before you know it, you may find yourself involved, too. Who knows, you may find you rather like being *SHE-RA, GODDESS OF THE UNIVERSE!*

PUZZLES IN EARLY CHILDHOOD EDUCATION: PUTTING THE PIECES TOGETHER

When children work on puzzles, they are actually "putting the pieces together" in more ways than one. Puzzles help children build the skills they need to read, write, solve problems, and coordinate their thoughts and actions—all of which they will use in school and beyond. Find a puzzle with a picture that has particular interest for your child, and you may help her begin to recognize colors and letters, and come to realize that the sum of parts make up a whole—a concept that will help her with math later on. By inserting pieces into the puzzle, children also develop the muscle group used for writing, or the "pincer" grasp.

Children can work on puzzles by themselves, without the help of adults or other children. They can also work together on large puzzles and practice compromising and getting along. Because each child must concentrate on the puzzle individually, he experiences a sense of satisfaction as he picks up a piece, rotates it, and discovers the spot in which it fits. Piece by piece, he begins to recognize the picture that the puzzle represents.

Good quality puzzles are a good investment because children can use them year after year. You may also look for puzzles at yard sales, thrift shops, and lending toy libraries. Children who are developing the ability to use scissors can cut pictures from magazines to create their own puzzles.

Simply mount the pictures on cardboard and cut into large pieces. Homemade puzzles can make great gifts, too!

Make sure puzzles are suited for each child's age and abilities.

Two year olds, for example, will enjoy putting in pieces and taking them back out just as much as they will enjoy fitting them into the right spot. Toddlers enjoy three or four-piece wooden puzzles. As they grow and learn to rotate pieces to match holes and find pieces that fit, they can handle increasingly complex puzzles.

Three-year-olds still enjoy puzzles with single knobs on each piece, but they can also work on puzzles with five to eight pieces.

Four-year-olds will enjoy knobless puzzles with familiar scenes and characters. They can handle 12 to 18-piece puzzles.

Five-year-olds can handle large or small piece 18 to 35 pieces puzzles. They move from the pleasure of the activity to mastering the task.

As children reach school age, they will enjoy more complex puzzles of 50–100 pieces or more. All family members may gather around the table top to help children put the pieces together.

Puzzles should be well-made and appealing to the child. The younger the child, the more she will benefit from large, recognizable pieces to help her complete a picture. Good puzzles may show pictures of food, cars and trucks, animals, boys and girls, nursery rhymes, and scenes from story books. Young children better understand figures made of simple shapes like circles, triangles and squares.

Watch for missing pieces or damage to puzzles. Puzzles should offer a challenge to children, but they should also be solvable. Nothing is more frustrating to a child than trying to complete a puzzle with a missing piece.

Puzzles can provide formal learning experiences. Teachers may work closely with children to help them learn to solve problems through puzzles. Puzzles also help teachers observe children and assess their development. While children work alone or in groups, teachers can monitor the way they speak, move, and concentrate.

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SAFETY AND FIELD TRIPS

Field trips can provide wonderful learning experiences for children of all ages. In order to make the most of this experience, it is important to keep safety as a top priority.

Before selecting a field trip site or event, teachers should consider why they are taking children on a field trip. Is this an activity that can only take place away from the center, such as a visit to a children's theater? Or could this experience occur just as well in the center? For example, if you want children to see and touch animals, you can visit a petting zoo, or you might ask a guest to bring baby goats, kittens, or puppies to the classroom.

Safety concerns can arise when children get bored because the event is too long for their attention span. Children also may lose interest if they can't perform the activity, either because it is developmentally inappropriate or because there are too many children for the number of activities. When children get bored - look out! They will find something else to do such as wandering off or climbing the stair railings. When planning the field trip, here are some points to consider:

The Site. Is this field trip appropriate for the age group? The age of your children can affect your safety considerations. For example, taking a group of 20 four-year-olds to a shopping mall to see a clown might not be a good idea because there are too many places for the children to "escape" and get out of your sight. However, other sites might be much better suited for a field trip such as visiting a fire station or dentist's office.

The Activities. Consider the developmental level of your children. Children enjoy hands-on and interactive activities rather than watching or listening to someone else. However, if it is hands-on, can the children perform that particular activity?

Is the activity safe for children? Consider a visit to a petting farm. This can be an enriching experience for children to see and touch baby lambs, goats, and ducks however, there are still hazards. Some animals bite. A goose can give a mean pinch! Even a baby lamb who wants to "suck" on little fingers can hurt a small child. Some animals are too big for

children. When visiting a petting farm, plan extra adult supervision and be sure children are separated from large animals and/or potentially dangerous animals.

Transportation. Transportation may occur by bus, van, or private vehicles driven by parents. All children should be securely buckled into car seats or booster seats approved for their age and weight. The safest place for all infants and young children is the back seat of a car. Older children should buckle the lap belt and shoulder belt. Never double-buckle children in seat belts as each child should have his or her own seat belt to provide the best possible protection.

Check out the loading and unloading area at the site. Children should exit the vehicle and enter the area without crossing traffic areas or parking lots.

Do head counts frequently. Count your children as you leave the childcare center, once they are in the vehicle, as they exit the vehicle, and when they get into the designated building or area.

Recommendations. Visit the site prior to the field trip. Look at the site from a safety standpoint, such as potential falls, entrapments, choking/poisoning hazards, etc. Remember, most field trip sites are not designed to be "children proof."

- Plan adequate adult supervision, both during transportation and during the field trip activities.
- Take a file containing parent authorizations, emergency contact information, and medical authorizations for each child.
- Take a well-equipped first aid kit.
- Notify someone at the field trip site of your expected departure and
- Have a two-way radio or cellular phone available in case of an emergency.

Basic hygiene on field trips. While on a field trip, basic hygiene such as hand washing is important. One preschool classroom's trip to the zoo ended up with many cases of an intestinal virus when the children touched a railing that was part of a reptile exhibit and then ate their lunches without washing their hands.

- Field trips are fun and educational and with the proper health and safety preparations, unnecessary problems can be avoided. **The Parent Connection.** Field trips are an excellent opportunity to include parent volunteers. If you need to increase the ratio of adults to children on a field trip, invite parents or other center volunteers to join the outing.

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ENCOURAGING CREATIVITY IN CHILDREN

YOUR CHILD IS GROWING UP. From the first exuberant slap of a fat baby hand in the oatmeal, through tentative crayon marks and collages of sticky-back paper, made-up songs and more-than-half-believed-in imaginary playmates, your child is growing in the ability to explore the world and to have an impact on it. The power to change a roundish lump of playdough into a flat one, the fun of taking an every-day activity and making a silly song about it, the insights that come with the "pretend" games are the motivators for the natural creativity that is so often lost before we're out of childhood.

AS A PARENT OR PROVIDER, you can have enormous influence on your children's creativity, nurturing and protecting the fresh and flexible world-view that will serve them as adults with an enthusiasm for learning and doing, with flexible insights and problem solving skills, with originality and enjoyment of life. For young children the "doing" of an activity is always the important thing, the finished product is of little or no interest. To be appropriate from the child's point of view, comments about creative work should keep this in mind: "That looked like fun" or "You worked hard on this" are the sorts of comments that relate to the child's own perception of the activity. The younger the child, the more true this is. Try particularly hard not to interpret a young child's work as a representation. Many sensitive children are frightened away from creative activities when they pick up the idea that they are expected to produce "something". Similarly, avoid evaluating your child's work. A child who begins to draw, or build, or make up songs in order to please an adult has

already lost some of the courage to experiment and enthusiasm for creativity that is so difficult to hold on to as we grow up. At first it's surprisingly difficult not to say, "That's lovely, how wonderful, that really looks like a dog, fantastic!". Instead, try such comments as "I notice all those colorful dots in the corner" or "Looks like you've been experimenting with different clay tools".

Let your child have as much freedom as possible in the area of creative play. For the young toddler this means blocks, dress-up clothes, rhythm instruments and other "do-it-yourself" activities should always be available, plus the supervised use of sand, water, crayons, playdough, and paint. Don't forget to allow and appreciate creative (but not destructive) use of ordinary household things --pans, cans, couch cushions. Older toddlers and preschoolers should be encouraged to learn and follow rules that will allow them free access to art materials as soon as possible. A 2 1/2 year old who has a low art drawer in the kitchen has a creative head start over the same-age child who has to wait until someone has time to get the crayons down from a high shelf.

Make sure you don't overdo the rules to the point that art activities become more trouble than they're worth. You should expect a toddler to spend only a very few minutes at any activity and elaborate preparation and clean up requirements may end up taking more time than the activity itself. Simplicity is the key to success in toddler art. As children get older, you can expect increasing attention span. Remember that the energy spent in conforming to rules of neatness and order will be taken from the energy of exploration and originality. Every child needs to learn to conform in many ways to learn to recognize the rights of others and to be aware of safety rules. Without a framework of reasonable expectations, exploration and originality tend towards chaos. The over civilized child, however, sacrifices originality and exploration for the sake of approval. If a child feels his or her self worth is totally based on being clean and orderly, on doing things "right" or "not messing up", then there will be no energy or courage available for creativity. Each family has its own standards between these extremes, and each child develops a personal standard. Aim for the rules that allow the most "creative mess" that the family can be

comfortable with. Creating can't be much fun if "be careful--clean that up!" is the usual response.

Coloring books are a common way parents provide for their children to "do art". There are some reasons why this is a bad idea, from the point of view of encouraging creativity. One of the greatest creative strengths of young children is that they haven't yet learned to see the world in stereotypes. Coloring books destroy this strength by presenting highly stereotyped drawings that encourage children to see trees, for instance, as a solid brown trunk with a solid green mass on top and bright red apples set across the face of it, all surrounded by a thick black outline. The question of how to draw a tree (or a house or a puppy) is answered for the child in a terribly insensitive and trivial way. Sunshine pricking through varicolored leaves, greenish apples half-hidden in the tree top, odd branches springing out here and there are what we'd like children to think of when they set about to draw a tree. The child chooses one of these difficult visions and fools around with pencil or chalk or crayon or paint and may or may not come up with something that impresses him/herself as a good solution to the problem. The value of the activity is the creative thinking involved in exploring the problem, whether the child is two or twelve. If those same twenty minutes were spent in coloring a pre-drawn picture or in drawing something "just like in the coloring book", then that opportunity for creative growth has been missed. Give you children encouragement for good tries and interesting ideas, appreciate their unusual answers and unique ways of approaching problems, give them the feeling that to be "wrong" is just another way of learning, and you'll be helping them towards a life of creativity.

EXERCISE 4. Summarize the text “Twice Exceptional Children” answering the following questions:

- What is the title of the text?
- What does the text deal with?
- What points does it cover?

Comment on each point in 3-5 sentences

Twice Exceptional Children

She has a vocabulary two levels above her peers, but cannot calculate $4 + 6$. He can read a symphony but cannot hold a pencil to write his own name. Are they gifted or learning disabled? The answer is, both.

Gifted children with learning disabilities (GT/LD) are known as "twice exceptional." Contrary to popular belief, it's actually a common issue. What is uncommon is recognizing that the child is twice exceptional in the first place.

Until fairly recently, finding a kid marked both "gifted" and "learning disabled" was extremely rare. Mostly because no one was looking for it. In the school environment, where kids are routinely put on a track marked "honors" or "remedial," "special needs" or "college prep," evaluators rarely looked for combination children. They didn't expect a gifted child to have dyslexia, or realize the child with ADHD might also be brilliant at calculus.

Sally Reis, principal investigator for the National Research Center on the Gifted and Talented at the University of Connecticut, says that "identifying GT/LD children is very hard because they look to the rest of the world like average achievers. Their superior gifts may be compensating for and masking their learning disability." And in turn, their disabilities may disguise their giftedness.

In fact, although estimates say that as many as 20 percent of students have some form of learning difference, most twice exceptional children are never identified. Parents and educators tend to throw all their strength at "curing" the disability, dismissing the hidden talents they discover along the way. When they do recognize giftedness, they expect kids to "work harder" or "pull it together." Reis says, "It's like saying to a blind person, if you really work hard at seeing, you'll be able to see."

So how can we help a child we suspect is twice exceptional? The first step is diagnosis. Qualities and symptoms will differ, depending on the disability holding them back, but here are a few signs common in GT/LD children:

- An outstanding talent or ability
- Discrepancy between expected and actual achievement

- Difficulty getting along with peers
- Low self-esteem
- Evidence of underachieving
- The appearance of laziness and an inability to focus or concentrate.

One of the main problems for twice exceptional children is the fact that today's schools are very heavily focused on reading and writing. Unfortunately, these are two of the most common problematic areas for gifted children with learning disabilities. Quite often it is difficult for them to learn and excel in a heavily linguistic and auditory school environment. There are several things, according to Reis, that parents can do to help them.

For a child struggling with reading you can:

- Supplement his reading assignments with multimedia materials if available. For example, have him watch the DVD of the novel, in addition to reading it.
- Tape-record reading material for her to listen to while she reads the printed text of assigned books. Or, if you can find it, buy the book-on-tape.
- Include high interest selections from magazines and newspapers in line with your child's reading assignments.
- Have her paraphrase material orally.
- When possible, modify the reading material. For instance, select shorter books for book reports or books with larger print.
- Avoid reading situations which might make him uncomfortable, like reading aloud in a group.

For a child with writing challenges you can:

- Encourage him to keep a daily journal in which writing and spelling is not corrected.
- Teach her to use available strategies for spell-checking.
- Encourage the use of concept mapping (a technique for visualizing the relations between concepts, in which, for example a "tree" or "plant" might be connected with labeled arrows).
- Tape-record writing assignments.

- Make sure she proofreads her work.
- Change the format of the materials from which he copies (for example, photocopy his assignment so it has larger print).
- Use a frame or window to cover all material except the sentence, problem, or question at hand.

Twice exceptional children don't need to be "fixed." They're not broken. They simply need your guidance as to how best to forge ahead. Recognizing your child's strengths in other areas and focusing your attention on those gifts will empower the child to make his or her rightful contribution to society. These children are bright, sensitive, creative individuals who have a historical track record of achieving greatness in the world. After all, if it weren't for them, there'd be no Symphony No. 9, no sunshine of your life. These kids are here to stay. Signed, sealed, delivered, they're yours.

https://www.education.com/magazine/article/Ed_Twice_Exceptional/

EXERCISE 5. Go back to text “Language” (Exercise 1). Give a summary of the text. Focus on the reduced sentences.

EXERCISE 6. Summarize the article “The cognitive benefits of play: Effects on the learning brain”. Try to make it at least twice smaller its size.

The cognitive benefits of play: Effects on the learning brain

By Gwen Dewar, Ph.D.

Science supports many of our intuitions about the benefits of play.

Playful behavior appears to have positive effects on the brain and on a child's ability to learn. In fact, play may function as an important, if not crucial, mode for learning.

Want specifics? Here are some examples.

Animal experiments: Play improves memory and stimulates the growth of the cerebral cortex.

In 1964, Marion Diamond and her colleagues published an exciting paper about brain growth in rats. The neuroscientists had conducted a landmark experiment, raising some rats in boring, solitary confinement and others in exciting, toy-filled colonies. When researchers examined the rats' brains, they discovered that the "enriched" rats had thicker cerebral cortices than did the "impoverished" rats (Diamond et al 1964).

Subsequent research confirmed the results — rats raised stimulating environments had bigger brains. They were smarter, too — able to find their way through mazes more quickly (Greenough and Black 1992).

Do these benefits of play extend to humans? Ethical considerations prevent us from performing similar experiments on kids. But it seems likely that human brains respond to play and exploration in similar way

Play and exploration trigger the secretion of BDNF, a substance essential for the growth of brain cells.

Again, no one has figured out an ethical way to test this on humans, so the evidence comes from rats: After bouts of rough-and-tumble play, rats show increased levels of brain-derived neurotrophic factor (BDNF) in their brains (Gordon et al 2003).

BDNF is essential for the growth and maintenance of brain cells. BDNF levels are also increased after rats are allowed to explore (Huber et al 2007).

Kids pay more attention to academic tasks when they are given frequent, brief opportunities for free play.

Several experimental studies show that school kids pay more attention to academics after they've had a recess--an unstructured break in which kids are free to play without direction from adults (see Pellegrini and Holmes 2006 for a review).

There is some circumstantial evidence, too: Chinese and Japanese students, who are among the best achievers in the world, attend schools that provide short breaks every 50 minutes (Stevenson and Lee 1990).

Note that physical education classes are not effective substitutes for free playtime (Bjorkland and Pellegrini 2000).

As I note elsewhere, physical exercise has important cognitive benefits in its own right. But physical education *classes* don't deliver the same benefits as recess.

Researchers suspect that's because PE classes are too structured and rely too much on adult-imposed rules. To reap all the benefits of play, a play break must be truly playful.

How long should recess be?

No one knows for sure, but there is some evidence for recesses between 10 and 30 minutes. In a small study of 4-5 year olds, researchers found that recesses of 10 or 20 minutes enhanced classroom attention. Recesses as long as 30 minutes had the opposite effect (Pelligrini and Holmes 2006).

Play is linked with better language skills.

Studies reveal a link between play--particularly symbolic, pretend play--and the development of language skills. For example:

Psychologist Edward Fisher analyzed 46 published studies of the cognitive benefits of play (Fisher 1999). He found that “sociodramatic play”—what happens when kids pretend together — “results in improved performances in both cognitive-linguistic and social affective domains.”

In addition, a study of British children, aged 1-6 years, measured kids’ capacity for symbolic play (Lewis et al 2000). Kids were asked to perform such symbolic tasks as substituting a teddy bear for an absent object.

Researchers found that kids who scored higher on a test of symbolic play had better language skills — both receptive language (what a child understands) and expressive language (the words she speaks). These results remained significant even after controlling for the age of the child.

Recent research also suggests that playing with blocks contributes to language development.

There is evidence that play promotes creative problem-solving.

Psychologists distinguish two types of problem--convergent and divergent. A *convergent* problem has a single correct solution or answer. A *divergent* problem yields itself to multiple solutions.

Some research suggests that the way kids play contributes to their ability to solve divergent problems.

For instance, in one experiment, researchers presented preschoolers with two types of play materials (Pepler and Ross 1981). Some kids were given materials for convergent play (i.e., puzzle pieces). Other kids were given materials for divergent play (blocks). Kids were given time to play and then were tested on their ability to solve problems.

The results? Kids given divergent play materials performed better on divergent problems. They also showed more creativity in their attempts to solve the problems (Pepler and Ross 1981).

Another experimental study hints at a causal connection between *pretend* play (discussed at more length below) and divergent problem-solving ability (Wyver and Spence 1999).

Kids given training in pretend play showed an increased ability to solve divergent problems, and the converse was true as well: Kids trained to solve divergent problems showed increased rates of pretend play.

What about make believe?

Make-believe, self-regulation, and reasoning about possible worlds

Divergent problem solving isn't the only cognitive skill linked with make-believe. Pretend play has also been correlated with two crucial skill sets--the ability to self-regulate (impulses, emotions, attention) and the ability to reason counterfactually.

First, studies report that kids who engage in frequent, pretend play have stronger self-regulation skills.

Although more research is needed to determine if the link is causal (Lillard et al 2013), the data are consistent with this possibility, and the idea has intuitive appeal.

You can't pretend with another person unless both of you agree about what you are pretending. So players must conform to a set of rules,

and practice conforming to such rules might help kids develop better self-control over time.

Second, many researchers have noted similarities between pretend play and counterfactual reasoning, the ability to make inferences about events that have not actually occurred.

Alison Gopnik and her colleagues (Walker and Gopnik 2013; Buchsbaum et al 2012) argue that counterfactual reasoning helps us plan and learn by permitting us to think through "what if" scenarios. Pretend play taps into the same skill set. So perhaps pretend play provides children with valuable opportunities to improve their reasoning about possible worlds.

In support of this idea, researchers found evidence of a link between counterfactual reasoning and pretend play in preschoolers, and this correlation remained statistically significant even after controlling for a child's ability to suppress her impulses (Buchsbaum et al 2012).

Math skills and the benefits of play.

Here's an intriguing story about play and mathematics:

A longitudinal study measured the complexity of children's block play at age 4 and then tracked their academic performance through high school (Wolfgang, Stannard, & Jones, 2001).

Researchers found that the complexity of block play predicted kids' mathematics achievements in high school. In particular, those who had used blocks in more sophisticated ways as preschoolers had better math grades and took more math courses (including honors' courses) as teenagers.

Of course, these results might merely tell us that kids who are smart in preschool continue to be smart in high school.

But it's not that simple. The association between block play and math performance remained even after researchers controlled for a child's IQ. It therefore seems plausible that block play itself influenced the cognitive development of these kids.

Common sense observations about the benefits of play: Playful experiences are learning experiences.

Finally, lest anybody doubt that kids learn through play, we should keep in mind the following points.

1. Most play involves exploration, and exploration is, by definition, an act of investigation.

It's easy to see how this applies to a budding scientist who is playing with magnets, but it also applies to far less intellectual pursuits, like the rough-and-tumble play in puppies. The animals are testing social bonds and learning how to control their impulses, so that friendly wrestling doesn't turn into anti-social aggression. Play is learning.

2. Play is self-motivated and fun.

Thus, anything learned during play is knowledge gained without the perception of hard work. This is in contrast with activities that we perform as duties. When learning is perceived to be arduous, our ability to stay focused may feel like a limited resource that is drained over time (Inzlicht et al 2014). And it's hard to achieve a state of flow, the psychological experience of being totally, and happily, immersed in what you are doing. Play is an obvious gateway to the state of flow.

3. There is also empirical evidence that kids treat play as a tutorial for coping with real life challenges.

All around the world, children engage in pretend play that simulates the sorts of activities they will need to master as adults (Lancy 2008), suggesting such play is a form of practice.

And when kids are fed information during pretend play--from more knowledgeable peers or adults--they take it in.

Experiments on American preschoolers suggest that children as young as 3 understand make distinctions between realistic and fanciful pretending, and use information learned from realistic pretend scenarios to understand the real world (Sutherland and Friedman 2012; 2013).

The takeaway? Giving children play-breaks and making children's academic lessons more playful isn't mere sugar-coating. It might be a way to enhance kids' natural capacities for intense, self-motivated learning.

EXERCISE 7. Summarize the article Lack of Men in Early Childhood Education. Try to eliminate all details and examples. The article contains 770 words, try to make it up to 400 words.

Lack of Men in Early Childhood Education

by Sayeh Yousefi, 16th Oct 2016

Sexism often seems to only effect women, and even though sexism definitely concerns women, having been the centre point of centuries of discrimination and degradation, sexism also severely impacts men, as gender-based injustices don't only affect women.

There are many societal constructs and stereotypes that negatively affect men and impede them from fulfilling their full potential and desires, but such things often do not make headlines, as many people don't consider them to be genuine concerns. Many men don't feel comfortable doing work in the field of nursing or homecare, and similar careers that have been 'predestined' as women's jobs or fields, such as early childhood education.

Two per cent of the teaching staff in kindergartens, childcare centres and working as coordinators of home-based ECE are male.

Why Is It Important to Have Men in ECE?

Men, just like women, are capable of being great teachers and having a positive influence on the lives of children. It shouldn't matter which gender you are if you want to help enrich someone's life, the determining factors should be your capability, experience, willingness, not whether or not you're a female. It's also important to keep in mind that men bring a different perspective to the field of ECE. Like all things, diversity in perspective is very valuable and can contribute positively to the field. Furthermore, male teachers may inspire young boys to disregard societal constructs and to pursue their passions.

Children have malleable brains, they learn quickly and easily, especially from the environments their exposed to during their periods of development. Due to this, children often learn about gender stereotypes at

a very young age, and even if they don't immediately recognize it, it may subconsciously affect their judgments throughout their adolescent life.

For children, seeing an equal mix of men and women working in the same field together, plants the seed of equality as well as cooperation. It shows them that both genders are equal and can work alongside one another in a positive way.

Sexism in Different Countries

This issue is perhaps even more prevalent in countries with different societal standards surrounding gender roles. Certain countries that revolve around religious ideologies, like Pakistan or Kuwait, tend to devalue women and have very specific roles dedicated to women, which don't allow much freedom when it comes to choosing a career. In the same way, men in countries like this can't do certain jobs for fear of judgment or ridicule.

Even though we'd like to believe that these issues don't affect those of us in first-world, democratic countries, sexism in the workplace is a very real problem here as well. Not only are there huge discrepancies with regards to the numbers of women in certain fields, women generally face discrimination and even harassment in their workplaces, so in no ways are we living in a completely equal society. Stereotypes against men are also quite prevalent here, and they often lead to mental health problems or prevent men from pursuing careers they're passionate about.

The issue in Canada isn't that men are being discriminated against by employers, in fact most employers in the ECE field are looking for more male teachers. The issue is more that there are very few male candidates looking for a position in early childhood education, again probably due to the gender constructs in our society that make it 'weird' or unusual for a male to become a preschool teacher.

Just like women in the fields of construction or technical work are rare and often scrutinized, very few men willingly go into positions that are stereotypically female, for fear of being criticized by friends, family, and even coworkers.

It seems silly to think about – why can't men be preschool teachers? The century-old stereotypes that all men must be very masculine and

strong does somewhat contradict the more patient, kind, and understanding nature of EDE teachers, but we're moving into a very progressive era, and it's about time these stereotypes were abolished.

How Can We Abolish Stereotypes and Encourage Men to join this field of work?

Policy action, in terms of things like affirmative action, would not be possible since men are not a 'disadvantaged group'. However, we can, as a society, begin to become less judgmental with gender stereotypes, and learn to accept everyone for who they are and what career they choose to follow. Parents can also help by encouraging their children to do what they love regardless of what other people think, and to tell their children to not judge others based on stereotypes either. Only when we become more open-minded can we have true equality in our society.

Unit 3. IDENTIFYING THE AUTHOR'S OPINION

EXERCISE 1. Read the article "Family-Like Environment Better for Troubled Children and Teens" and identify facts and opinions mentioned in it. What is the authors attitude to the problem under discussion?

Family-Like Environment Better for Troubled Children and Teens

The Teaching-Family Model changes bad behavior through straight talk and loving relationships.

Findings. In the late 1960's, psychologists Elaine Phillips, Elery Phillips, Dean Fixsen, and Montrose Wolf developed an empirically tested treatment program to help troubled children and juvenile offenders who had been assigned to residential group homes. These researchers combined the successful components of their studies into the Teaching-Family Model, which offers a structured treatment regimen in a family-like environment. The model is built around a married couple (teaching-parents) that lives with children in a group home and teaches them

essential interpersonal and living skills. Not only have teaching parents' behaviors and techniques been assessed for their effectiveness, but they have also been empirically tested for whether children like them. Teaching-parents also work with the children's parents, teachers, employers, and peers to ensure support for the children's positive changes. Although more research is needed, preliminary results suggest that, compared to children in other residential treatment programs, children in Teaching-Family Model centers have fewer contacts with police and courts, lower dropout rates, and improved school grades and attendance.

Couples are selected to be teaching-parents based on their ability to provide individualized and affirming care. Teaching-parents then undergo an intensive year-long training process. In order to maintain their certification, teaching-parents and Teaching-Family Model organizations are evaluated every year, and must meet the rigorous standards set by the Teaching-Family Association.

Significance. The Teaching-Family Model is one of the few evidence-based residential treatment programs for troubled children. In the past, many treatment programs viewed delinquency as an illness, and therefore placed children in institutions for medical treatment. The Teaching-Family Model, in contrast, views children's behavior problems as stemming from their lack of essential interpersonal relationships and skills. Accordingly, the Teaching-Family Model provides children with these relationships and teaches them these skills, using empirically validated methods. With its novel view of problem behavior and its carefully tested and disseminated treatment program, the Teaching-Family Model has helped to transform the treatment of behavioral problems from impersonal interventions at large institutions to caring relationships in home and community settings. The Teaching-Family Model has also demonstrated how well-researched treatment programs can be implemented on a large scale. Most importantly, the Teaching-Family Model has given hope that young people with even the most difficult problems or behaviors can improve the quality of their lives and make contributions to society.

Practical Application. In recent years, the Teaching-Family Model has been expanded to include foster care facilities, home treatment settings,

and even schools. The Teaching-Family Model has also been adapted to accommodate the needs of physically, emotionally, and sexually abused children; emotionally disturbed and autistic children and adults; medically fragile children; and adults with disabilities. Successful centers that have been active for over 30 years include the Bringing it All Back Home Study Center in North Carolina, the Houston Achievement Place in Texas, and the Girls and Boys Town in Nebraska. Other Teaching-Family Model organizations are in Alberta (Canada), Arkansas, Hawaii, Kansas, Michigan, Mississippi, New Jersey, North Carolina, Ohio, South Carolina, Tennessee, Texas, Utah, Virginia, and Wisconsin.

<https://www.apa.org/research/action/family>

EXERCISE 2. Here are some responses to the questions about preschool education. Read them and underline words or phrases that introduce opinion.

How important do you think it is for children to attend preschool?

I think it's very good for kids to attend pre-school.

Due to the changes in society today, with the need for both parents to work, the disconnect among communities, etc, kids don't get the socialization they did when I was little.

Pre-school is normally just a few hours a day, and it gets the kids ready for kindergarten. Kids who go to pre-school already know how to behave in school — be polite, raise your hand, etc. They also generally know how to count, their ABCs, and other basic things.

Additionally, kids who go to pre-school tend not to have the separation problems in kindergarten that kids who've never been away from mommy often have.

My kids were in a daycare center from birth. As they grew, they advanced through the center's “groups” — from infant, to toddler, to pre-schooler. And they learned as they went, so when they started kindergarten, they were more than prepared.

Eileen Wood,

Self-Employed (2006-present)

Do you think that all children should attend preschool?

My point is that not all children should go to preschool. Many will benefit from it, but not all. An only child can learn to get along with peers but children from a large family will have more skills in this area. As for learning colours and things, that can be taught easily at home. Children learn through play, mostly. Watching, listening, but mostly hands on.

Angel Peterson,

studied Early Childhood Education at Red River College (2007)

Well, I definitely believe that going to pre-school is necessary. I can understand why some parents don't like the idea of sending their young ones to pre-school. Some think that sending them early to school is not a good idea and others feel that starting from a normal kindergarten is better. But I firmly believe that pre-school is the essential initiation of the child's education. Here he/she will build the foundation for themselves. It is the perfect place to prepare the children for school, as sending them directly to the school for some children can be tough as it would be the first time that they are out of their safe and known environment.

Let tell you why I think pre-school is pivotal for toddlers:

- **Foundation for learning:** Toddlers are naturally curious and observant, they are intrigued by almost everything and want to explore whatever they can in their sight. To prepare toddlers for the academic demands of school, the teachers use a variety of games and activities in their teaching approach. This will help the children acquire the necessary academic but also social skills. For instance, **Beansprouts Pre-School, Gurugram** integrates outdoor environments as the core of their learning experience. They want children to get the hands-on experience which will help them develop confidence.

- **Structured environment:** Pre-school will help children understand how to behave and react. They will learn to share and follow instructions, raise their hands to ask a question and take turns. Toddlers need to experience this sort of group interaction which will help them immensely when they start school.

- **Academic preparation:** Focus on pre-math and pre-literacy skills aid the children to build the foundation for a strong academic base. And to keep it interesting all the learning programs are based on learning through play.

To my mind, one year of pre-school education can do wonders for the child. It allows them to start school smoothly without hassle and parents in my view should understand that.

Ankita Agarwal,
Manager

Is it necessary for a child to go to preschool?

No.

However, in my opinion, the sooner a child start to socialize and expand the world dimension and vision, it's better.

Some people describe the brain as a sponge. Absorb everything very fast. I am in favor that children should start reading early to understand and compare his/her small world to a bigger one.

This will not make anyone better or intelligent than others, but, maybe more confident in self.

Michel Polity,

Trying to be an artist, michelpolity.blogspot.com (2016-present)

Is pre-school necessary?

Pre schools play an important role in children's life. Children not only have fun there. But it is a pre stage of schooling in which children learn with fun. They take their first step in the foundation of education. They learn with fun along with their friends together. It helps in the social development of the children. So according to me pre-school is really essential.

Julie Fernandez,
studied at Schools

Why should you send your child to preschool?

Preschool prepares your child for a formal education setting and is foundational for their early learning and development success. Young children are sponges that are soaking up so much knowledge and learning new skills and concepts. Having trained and educated early childhood educators as caregivers sets the stage for success for young children in preschool and beyond. Children enrolled in high quality preschools enter schools more prepared in pre-reading skills, have much richer vocabularies and stronger basic math skills than children who do not. That's my point of view.

Ron Spreuwenberg,

CEO of HiMama (www.himama.com),
advising Early Childhood Education programs.

How important do you think it is for children to attend preschool?

I think you can come up with arguments on both sides (parents have to work vs. building a parental relationship). For me, however, I think it can be a good thing for children with few siblings, or if there are considerable age gaps involved, as it allows the child to learn a (gentle) mixture of independence and sharing skills that would be useful when they attend school.

Jim Bowen,

Doctorate Education, Texas Christian University (2006)

What are the benefits of preschool?

In Preschool children do lots of physical, mental learning activities. The chance to interact with other children is the benefit of preschool in short. Interacting with other children mean they learn how to wait, how to take turns, and how to listen. In my personal opinion there are also other advantages: they learn how to speak, phonics and reading skills, understand the word more effectively.

Lynda Way,

works at Pacific Preschool & Kindergarten

EXERCISE 3. Read the article “I'm Scared!” and underline words or phrases that introduce facts, that support author’s point of view.

I'm Scared!

by Christa J Koch

Christa Koch is the proud owner/developer of the website www.preschooleducation.com. She has been teaching preschool children for over 13 years and has loved every minute of it. Christa lives in Pennsylvania with her wonderful husband Mike and daughter Haley.

Everyone has fears, even a child. The difference between adults and children is, an adult for the most part can express their fears. If the threat beats out safety we are generally afraid. Childhood fears, like adult fears are based on self-protection.

There are two basic categories of a child's fears. **What the Child Knows to be true**, and **What the child doesn't know**.

Child Knows:

Ex. The last time your child visited the pediatrician she had to get a shot. Outcome: The next time she visits the doctor she may be clingy and cry. She remembers the pain and the hurt.

Ex. Your child goes to grandma's house for a visit. She likes to play with grandma's cat. She walks up behind the cat to pet it. This startles the cat and it scratches her. Outcome: She may become fearful of all cats. The cat hurt her when she was just trying to pet it nicely.

These are just examples of fears your child knows. Ones she has experienced first hand.

Child Doesn't Know:

A fear of the unknown is scary to a child because it is unpredictable. Young children thrive on routine, repetition, and predictability. A fear of the unknown can also come from something that is misunderstood.

Unpredictable:

Ex. When an adult enters a dark room they can become fearful because they can imagine the danger that might live in the dark room. Whether it be an over active imagination, or from watching too many

Saturday night horror movies on television. Either way it is still a reaction to the unknown. Unpredictability of the situation. Now of course most young children do not have the same imagination as an adult, but they too are reacting to the unknown/ unpredictability.

Misunderstood:

Ex. A child may start to fear things that they have misunderstood. A big one is, young children may develop a fear of the bathtub or toilet. Usually this fear arises because she may fear that she will be rushed down with the water. Now as an adult you might think this is silly. She obviously can't be sucked down the drain. She's too big. You know this and I know this, but this might not be a concept your child understands yet.

Fear is not all bad:

Fear is a necessary part of your child's development. After all, fear provides your child with self-protection. Not all cats are friendly. A dark room can be a dangerous place. Your child showing her fear is a sign of mental development. Known fears require the use of memory. To fear the pediatrician she would have to remember the last visit. Even the fear of the bathtub drain shows she has enough intellect to imagine she might be washed down.

Helping your child with their fears:

Here are a few guidelines to follow when dealing with a fearful child.

1. Reassure your child: "I know you are afraid of the thunder. It is very loud. But it can't hurt you. It is just a noise." Hold and sooth your child while using reassuring words.
2. Take your child's fears seriously! They are real in her eyes!
3. Look at the situation from your child's viewpoint. Suppose your child is afraid of a walking and talking toy. She doesn't realize the toy is not alive. After all, the toy is moving and talking. Children don't start to understand alive and mechanical till there late preschool years.
4. Be patient with your child. Slowly introduce and re-introduce fearful situations. Be sure to reassure her and provide plenty of comfort and a safety zone if possible.

5. Don't try to jolly her out of a fear by saying "you're not scared." She is scared! Saying she isn't doesn't alleviate the fear. But it can make her feel bad about herself.

6. Don't try to force your child to do something that frightens her. If she is afraid of dogs. Forcing her to pet one will not break her fear. It could intensify it.

www.preschooleducation.com

EXERCISE 4. Rewrite the article “Pros and Cons of the Chinese School System” giving only facts and excluding opinions. Try to make it as objective as possible.

Pros and Cons of the Chinese School System

by Jelena Fu

We have already written about the pros and cons of educational systems in Japan and Finland. This time we researched the educational system in China and found out some interesting facts about the Chinese school system.

I am guilty of being biased and opinionated when it comes to this topic. Having lived in China for 15 years, having taught in **Chinese educational environment**, being a parent of a daughter who spent some time in that system (before moving to an international track), it is too easy for me to find faults and criticize the system. But to offer a more balanced view I had to look beyond my preconceptions and idealistic view of how education should be, beyond my and my daughter's experiences and look at the bigger picture. So I truly hope I am doing the system justice in this **brief analysis** of the characteristics of Chinese education.

1. “Gaokao”

The first thing anyone should know about education in China and the thing that defines it and sets the tone for many other characteristics is definitely the University entrance exam, called “gaokao”. The results of this test determine not only which university students may go to and which major they can choose, but also their prospects for future employment, salary and marriage options. The pressure to do well on this exam is

immense as it determines someone's future to a very big extent. Even with certain reforms and simplification of the test, introduced by the government lately, it is still a **challenging test**, taken within 2 days, in math, Chinese, foreign language and a few chosen subjects.

The test was introduced in 1952, but it is basically a remnant of an old civil service examination that existed since Tang dynasty. While there are still many attempts at hacking, cheating and getting in university via “guanxi” (connections), the test remains fairly incorruptible.

The opinions about the “gaokao” are quite divided, as I got to learn from both my fellow teachers and students I taught.

Those who come from big, developed cities mainly believe that it is overwhelming and unnecessary, while people who come from poorer provinces and countryside believe that it is the only thing that gives them a fair chance **to improve their lives and rise above poverty**.

Be as it may, the system is in place and the whole education, from early ages onward must dance to its music. To succeed in it, one would need to study hard, be disciplined, follow the teachers' guidance and get as much support as possible from the parents and additional classes.

2. **Work ethic**

Even with some exceptions, it is not wrong to say that **Chinese students study hard**, put in a lot of effort, do their homework conscientiously and genuinely care about their learning. Chinese students spend majority of their time learning, be it school (from morning until the afternoon, or even evening for those preparing for “gaokao”), doing homework (one of the countries with the biggest amount of homework in the world), or attending additional lessons like piano, violin, Latin, swimming or something else. All of this starts **as early as kindergarten** where children often take additional ballet or kungfu classes in school and continue to other classes after school and on weekends.

Children are brought up on stories and legends of hardworking and dedicated people who serve as role models throughout their education.

Work ethic is instilled in children from an early age and while it is partly due to the “gaokao” looming over, it is also a part of the

Confucianism legacy that advocates effort over ability, serving family and society and becoming a good citizen (which is accomplished by becoming a good student). There's also the complexity of the Chinese writing system which requires a lot of practice and memorizing, and it takes a few years of education to make students literate and able to properly read and write.

Some of the traits of Chinese learners are to be desired in the West and they reflect **the mindset research by Carol Dweck** and **grit research by Angela Duckworth**, both mentioned in my previous articles. Studying hard is a virtue and not seen as a lack of ability, mistakes are seen as a part of the learning process and parents' and teachers' pressure is understood as care and not an annoyance.

3. **High expectations, stress and everyone's involvement**

If you ask any parent, teacher or student, they will all tell you that there's too much stress in education. The cases of **depression, anxiety and even suicide** because of it, are unfortunately quite common.

Parents expect their children to excel, nothing less than the best is acceptable and they will make sure their children get help and support (and pressure) to get there. The same goes for grandparents who are often an important part of children upbringing and with a one-child policy, it is often 4 grandparents plus parents all pushing one child toward the stars (read "gaokao").

The same goes for teachers who will be not only pushing the students, but also text and email parents, ask them in for meetings about their children, or to supervise homework.

Here's an example of the above. At one point I was contemplating violin lessons for my daughter, so through friend's recommendation, I went to check out a lesson taught by a famous teacher in Shanghai. The classroom was filled by children age 5 – 9 accompanied by their parents and/or grandparents who were setting everything up, handing out bananas and water, opening violin boxes, etc. When the class officially started the adults were still being involved – standing next to the kids, holding music sheets, helping with tuning the instruments... Kids practiced a bit and the

class concluded with instructions for parents and grandparents to improve their skills in order to help children practice more at home!

Although this was definitely an extreme case, it is quite common for family members to take a very active role in children's education.

When I discussed these things with parents, I learned that they are **overwhelmed** that they get **pressure from teachers**, who get pressure from the school, they worry about their children and wish it was all easier, **BUT** they are aware of the context they are living in and unless they have financial means to send their children abroad to study, they must get on board and follow the system.

4. Narrow but deep curriculum and intuitive knowledge

It is widely known that Chinese students **excel in math**. My daughter claims that the only time math was clear to her and she did well was in the Chinese public school. When I asked “Why?” she told me that there were so many drills and repetition until everyone understood everything. The teachers corrected all the homework and often analyzed mistakes. To this day she does all math operations in the Chinese language.

Chinese curriculum covers fewer topics, but they go much deeper and cover different angles while pushing every student to master the material and commit it to deep memory, at which point knowledge becomes intuitive and solving tasks becomes faster and easier.

Chinese math teaching method, especially in Shanghai, is even gaining international recognition and at the moment there's a massive exchange program between Shanghai and the UK.

Similar goes for the Chinese language, which specifically requires drills, memorization, practice, and repetition. Actually, most classes function in a similar way: there's a lot of reading, comprehension questions, with the teacher as the center, with some exception of science classes which include experiments and projects.

With all its “faults”, such as too much memorizing, no creativity, obedience, harsh discipline, not much learners' autonomy, too much homework, pressure, etc., this type of education managed to support China in its development to this day when we are all witnessing China's rise and important role in the world. Whether and how the country will address

current concerns of parents and scholars regarding 21st-century skills, like critical thinking, teamwork, creativity, self-management, etc., remains to be seen.

Every country’s school system is tightly bound with its history, philosophy, population, politics, etc. and without looking at all those factors it is impossible to understand it. It is also not possible to deem one system as good or bad, as it is very complex and there are so many perspectives to be taken into account. The only certain thing is that from each educational system we could learn a thing or two, which implemented into our own system, could bring benefit to our students and improve our own education.

Unit 4. GIVING YOUR OWN GROUNDED OPINION

EXERCISE 1. Because there is so much disagreement about the benefits of preschool education here are some different opinions on the subject. Each opinion is presented in direct quotation. Go through the paragraphs containing direct quotations. Complete the chart telling whether the person being quoted is for or against preschool education, give his/her reasons on the subject.

№	Speaker's name/job	For or Against	Reason(s)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

1.

What is the biggest benefit of sending children to preschool? The child might be better off staying home with mom.

Mildred Kavanaugh,

Bachelor of Arts History & Education, Columbia College

2.

Is preschool mandatory? If you know the academic skills expectations of preschool or better yet discover kindergarten expectations in your area you can make decisions. If you like spending time with your child and want to introduce letters and sounds and math and enjoy teaching you can skip it. You will need to gather resources and know what instruction is available on the media. You will need to go to the library to see puppet shows and check out books. You will need to see that your child participates in social experiences with other children.

My own children started school in kindergarten and so did my granddaughters, I was their day nanny. I very much loved spending quality time with " my" children. I felt I could give them more than they would get driving them to a preschool for a couple of hours, twice a week. We had wonderful adventures in cooking and gardening and making crafts and painting and watching PBS educational programs TOGETHER. I wanted them to have the best I had to offer. It made me very happy and they benefited.

Even if they attended preschool, unless it were half day, five days a week, parents will have to add instruction to a four year olds year.

Candace Barnhouser,

Kindergarten teacher with Master's degree, PLUS!

3.

Is preschool mandatory? No, preschool is not mandatory. It helps immensely with the transition to Kindergarten and developing social skills. Children benefit immensely from being in a preschool environment.

Emily Francis,

studied Early Childhood Education at Richard Bland College (2000)

4.

Of course, going to preschool is necessary, Because Parents have important choices to make regarding their kids' education—and these decisions are coming sooner and sooner. preschool is seen as the new first grade and academic rigor is increasing. Preschool teachers aren't trying to undermine parents or downplay their abilities to teach their kids—children obviously can and do learn much from their families. The child's positive learning attitude, the basic foundation in language, comprehension, and management, help the teacher facilitate the child's learning at kindergarten and higher levels of education.

Bhagya Mishra,
Blogger

5.

How important do you think it is for children to attend preschool? Preschool is Really not important for children when you parents spend more time with them. Should have more patience to teach something to your children. Especially if your children growing in a joint family then really no need to think of preschool. Because now a days i m hearing the information from many of them my child turned 3 but still he / she not speaking, all because people are not interacting their children. Let them take to all places and create a chance to interact to all age group of people which will give more knowledgeable than Preschool. If these things and all can not give to your child then think Preschool and go ahead.

Ranjit Jeyanthi,
Senior Programmer

6.

Is preschool mandatory? No, parents can help many ways a child acquire early childhood educational skills if the parents have an understanding about ECE.

Alam Mohammad Shah,
Executive Director at Sesame Workshop Bangladesh (2018-present)

7.

If access to a preschool is not available , then certainly, children survive, and will typically thrive, especially if cared for by attentive and

loving adults and if given the opportunity to safely engage with other children.

But that is where I think preschool is difficult to compete with. By bringing together a large group of infants, the preschool creates an intensive *social learning* situation that is vitally important before school starts.

Biologically, the preschool also serves as an important development laboratory for the child's immune system. It can be hard on the parents as Master or Miss brings every bug in the universe home. But I think it is good for the child's health in the long run.

The alternative, raising children in relative isolation, is not wise because they need to be mature in numerous ways when they do come to engage with the outside world.

Whether it is Day 1 when they sit on the rug in front of their kindergarten teacher and need to pay attention, or when they bump into another kid at the playground, or when they have another child over to play and their territory is invaded, they will benefit from what preschool has given them.

Preschool is crucial in the development of emotional skills. It leads into the programs that schools run to give children resiliency.

You know the truth is that parents learn a lot from preschool teachers too.

David Urquhart,

Father of five

8.

Is preschool important? It's not necessary but it's a time, just a few hours a few days a week for your child to play with other children the same age, learn social skills, play outside, etc. Mine was an only child, and I placed her in. Christian school and she thrived! One 3x a week, but she had a snack, played with other girls and boys, and learned new things. She then went into pre- K, which was even more interesting and just as important!

Katie Gall Costa ,

former RN,BSN,Masters in Nursing,Paramedic

9.

Is it necessary for a child to go to preschool? For some people, preschool may be necessary due to work schedules or other family matters, however, it doesn't sound like that is in play for you. I personally didn't send my children to preschool because of the cost, and preschool is not necessary. It is possible to provide the benefits yourself, but you need to look at the world through the eyes of a three or four year old. Take your child to the grocery store and look in the produce aisles. Name the fruits and vegetables and the colors. Go to the hardware store and try out all the fasteners such as door chains, slide locks, hook and eyes, feel different grades of sandpaper and smell and feel fresh cut wood. Go to the fabric store and touch (with clean hands) velvet, leather, silk, cotton fabrics. Get dirty—play in the sand, the dirt, the mud or if just dirty is too hard, plant some seeds or plant a tree. Check out Mommy or Daddy and me classes at the YMCA, the Science Center, local museums, the zoo, the botanical garden, or Parks and Recreation. Make pudding and fingerpaint on freezer paper on the kitchen table. You can draw, practice letters, numbers, or words, and it is tasty too. Cook with your child. Introduce your child to math by using measuring cups and spoons. Use any kind of manipulative—beans, buttons, M&MS, to work out concrete math problems. I would give my children a small pile of precounted buttons and tell them to make three piles with all the same number of buttons. Start low with 6, then maybe 12. Twelve is a wonderful number because so much divides into it. Introduce science by star gazing, checking out the full or harvest moon, rock collecting (every kid loves rocks), doing experiments (vinegar and baking soda in a big bowl then put vinegar in the balloon, vinegar in an empty water bottle, put the balloon over the mouth, then lift the balloon straight up so the baking soda empties out into the vinegar). Look at the clouds, and pick out shapes and identify the types (help them predict are they rain clouds). Play with pattern blocks and make designs. Your child will make connections like two triangles are a square. Do puzzles together. You can even make your own by pasting a photograph on poster board then cutting in pieces. I could go on and on. The goal is to introduce your child to the world and to as many experiences as possible. Try to focus on

concrete and tactile activities, and talk about what you are doing. Try to use understandable vocabulary but don't dumb it down. Expose them to synonyms and antonyms. Read to them, and ask them to predict what will happen next. What would they do if they lost a toy or didn't like what was for dinner? What I am suggesting is actually easy in theory; in practice it can be difficult because we are so busy. We walk right by teaching opportunities because we have to get somewhere. Slow down and listen to your child. Stop when they want to pick up the 100th pretty rock or watch a bug cross the sidewalk. The benefits are immense. Not only will your child be ready for school, they will love learning and you will have deepened and cherished your relationship. Also, if you are concerned about socialization, ask other kids or kids and parents to come along. Good luck!

Cindy Sanchez,

B.A. and M.Ed Early Childhood Education & Elementary Education,
Arizona State University (1989)

10.

No it's not necessary. To my mind it's just wasting time and money instead you can teach this at home from internet what the preschool taught the children.

Shoaib Sk,

B.Sc. NURSING Medical Students & Studying Tips and Hacks,
Maharashtra University of Health Sciences (2019)

EXERCISE 2. Read the article «Men in early childhood education».

Men in early childhood education

From Wikipedia, the free encyclopedia

Men in early childhood education comprise a very low minority in the profession. Early childhood education is among the most female-dominated industries in terms of employment. Based on studies, estimates on the percentage of workers in the sector who are men include 1.4%, 2%, 2.4%, and 3%.

Reasons for low percentage, challenges and disadvantages

There a variety of negative factors related to men in early childhood education that are reasons for the low percentage and/or present challenges and disadvantages to men already working in the field:

- The care and education of young children is commonly seen as an extension of women's roles as mothers. Society tends to see women as the adults who stay home and care for the children. This, society generally considers the ECE field to be a “women’s profession”, perceiving it as one where women understand it and perform much better than men.
- Many men who might otherwise consider entering the field, choose not to for fears of being labeled as gay, or not a “real man”.
- Some people perceive all women to be safe with working directly with young children, whereas any man would be considered suspect for being in the profession, having ulterior motives such as pedophilia or child abuse.
- Societally, men are typically the breadwinner of the family. But early childhood education is a low-paying field. This makes the breadwinner model much more difficult for men to follow compared to other professions.

Benefits to others

“Men can bring different skills and qualities to the profession which could help to broaden the curriculum and enhance the quality of the service. Having a male childcare worker present is good for staff relationships and brings a healthy mix.” Research suggests that men “do have different styles from women in many aspects of their work such as their use of language, risk-acceptance, physical play and humour, as well as behaviour in staff meetings, input in policy discussions etc. Men are not better than women, but they are different and together men and women create a rich culture in which to raise child”.

Men in early childhood education offer distinct benefits that are either rare, difficult, or impossible to attain in an all-female teacher setting:

- Whereas women tend to foster a nurturing, calm, and positive environment, men promote a more active and physical environment. This can be particularly meaningful for boys, as their styles of play, learning, and thinking are more likely to be valued, accepted, and expanded. For girls, it can expose them to new ways of playing, learning, and thinking that they may not have experienced before.
- Fathers of children will have someone that they can more closely relate to in their parenting experiences, particularly single fathers because they are raising children alone and thus will likely need to be more autonomous in their parenting life.
- Children of single mothers greatly benefit from having a father figure when there is none present in the home. This can happen for reasons such as divorce, separation, abandonment, and incarceration, among others. Additionally, such children have the opportunity experience a positive male role model.
- When there are men in their early education settings, children are able to observe and experience positive professional relationships between men and women. At a young age, children absorb much of what is modeled in front of them, so those relationships have a huge lasting impact on them.
- Male and female brains process information differently. Thus, male educators offer a new perspective when dealing with situations involving the children.
- Early childhood settings that previously had an all-female teaching staff may have had gender issues that no one recognized before. Having a male can challenge those stereotypes in relation to toys and activities.

Advantages for male educators

Due to the rarity of men in early childhood education, men who do choose to enter the profession can find it easy to obtain employment, and may have more employment options, because of the preference for hiring men. In essence, men tend to have slightly more leverage or pull compared to women with similar qualifications. This is similar to affirmative action.

Men in the field may also find rapid promotions to more prestigious and/or lucrative positions compared to their female peers.

EXERCISE 3. Comment on the following statements from the text, expressing your point of view. Here are some phrases that you may need to express your opinion:

- *in my opinion*
- *I think*
- *I believe*
- *I admit*
- *I agree*
- *I disagree / I cannot accept*

You may also want to tell about other people's opinion on the topic. In this case, you can use the following phrases:

- *Some/Most people argue/think/say/maintain that*
- *It is understood that*
- *It is generally accepted that*
- *There is a tendency to believe that*
- *It is considered that ... / while there are others who think ...*
- *It is often thought*
- *It is commonly believed that*

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2. Many men who might otherwise consider entering the field, choose not to for fears of being labeled as gay, or not a “real man”.

3. Some people perceive all women to be safe with working directly with young children, whereas any man would be considered suspect for being in the profession, having ulterior motives such as pedophilia or child abuse.

4. Societally, men are typically the breadwinner of the family. But early childhood education is a low-paying field. This makes the breadwinner model much more difficult for men to follow compared to other professions.
5. Whereas women tend to foster a nurturing, calm, and positive environment, men promote a more active and physical environment. This can be particularly meaningful for boys, as their styles of play, learning, and thinking are more likely to be valued, accepted, and expanded. For girls, it can expose them to new ways of playing, learning, and thinking that they may not have experienced before.
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10. Early childhood settings that previously had an all-female teaching staff may have had gender issues that no one recognized before. Having a male can challenge those stereotypes in relation to toys and activities.

EXERCISE 4. Here are 3 articles dealing with the most burning issues in ECE. Read them and place the authors’ opinions into “PROS” and “CONTS” catagories.

Pros	Conts

15 Pros and Cons of an Inclusion Classroom

by Louise Gaille

Inclusion is a term which embraces every ideology, perspective, and opinion that society offers at every level. When we use this option in the classroom, then teachers and administrators are no longer separating students based on their educational requirements, learning potential, or physical disabilities. Instead of having special education, you have inclusive education.

An inclusion classroom allows a student with a learning or physical disability to learn alongside their peers who do not face similar challenges. It provides a general education to everyone regardless of who they are, if there is an IEP in place, or there are specific challenges that must be addressed as an accommodation. Establishing a classroom like this can vary in complexity because of the individual needs which are present, but a positive attitude and informed approach can help everyone overcome the obstacles which can present themselves.

The inclusion classroom pros and cons attempt to point out that it is the diversity of humanity which makes us stronger and adds to our creativity. If there isn’t a diverse classroom when the world is that way, then it can reduce a child’s overall learning potential.

List of the Pros of an Inclusion Classroom

1. It is a way for all students to form friendships.

Because there are so many financial incentives tied to the educational progress of students, many districts segregate their students into specific quadrants so that kids are groups based on their abilities, special needs, learning disabilities, and physical challenges. Although this seems like a good idea, it teaches kids that the formation of echo chambers is normal. It

suggests that the only people who can or should be your friend are those who look, act, and think just like you do.

An inclusion classroom changes this dynamic because it allows students to be together. That means there is an increase in social initiation, more relationships that form, and better networks within the school and throughout the community with families to ensure everyone can learn to their full potential.

2. Students in an inclusion classroom meet their IEP goals better.

If you place a bunch of students who all have challenging IEPs in the same room, then it becomes a challenge for teachers and support staff to ensure that the goals of that plan are met consistently. Complex behaviors are often on display in the special education classrooms which districts set aside for students when they need an adaptive curriculum, making it a struggle to separate kids from situations since there can be multiple triggers that occur simultaneously.

When there is an inclusion classroom available, then there is a general increase in achievement in the IEP goals of each student. This advantage occurs because there is better access to the general curriculum and the presence of role models that can help kids to intuitively see and practice new social and behavioral skills.

3. It provides higher expectations for all of the students.

Kids will usually perform up to the standards and goals that you set for them. When children receive separation into special classrooms based on their ability to learn or interact with others, then it can feel like a negative outcome. They can see themselves as being “bad” while everyone else becomes “good” since they didn’t get separated. By offering an inclusion classroom to work on this dynamic, there are higher expectations set for each child. This process increases the potential for learning while encouraging leadership and problem resolution skills.

4. Inclusion classrooms increase staff collaboration.

When school districts take the segregated approach for their special education students, then it creates a divide between the teachers with the “normal” kids and those with the “unique” ones. It discourages collaboration within the administrative body of the school because staff

members must focus on their specialized assignments. Because an inclusion classroom brings everyone together, there is a significant boost in collaboration because everyone can work toward the same goals for their students instead of different ones.

5. This structure encourages more parent participation.

Parents are always the first line of defense when there are unique educational needs for a student that a school must meet. Their communication to the teachers, support staff, and administrators allows for an educational plan to develop that can further the learning opportunities for each child. This process integrates the families into their community if they have a special education student in their home instead of separating them from it because their needs are met by greater resources being available for anyone.

6. The only negatives tend to come from mismanagement of the system.

According to Kids Together, Inc., a 501(c) non-profit agency in the United States, there is not any research which shows that there are negative effects that occur when an inclusion classroom design is appropriate for the situation, school, and community. There must be the necessary supports and services in place to allow every student a chance to actively participate in the learning process. It is this structure which makes it easier to achieve their IEP goals.

Research which dates back as far as 1994 suggests that students with special needs who receive their education in regular classes do better socially and academically than comparable students who receive non-inclusive settings.

List of the Cons of an Inclusion Classroom

1. It forces students into a cookie-cutter model of learning.

An inclusion classroom works when there are enough resources available for teachers and staff to provide individualized learning processes for each student. The reality of modern-day funding for school districts is that if you place all kids into the same classroom settings, then the resources dedicated to “special education” go somewhere else. That means there will be times when some children are unable to mentally access the

curriculum a teacher offers because they are forced into a cookie-cutter teaching approach.

Without individualization, an inclusion classroom will struggle to find success. That means there must be a focus on accommodation that works for everyone.

2. This structure can disrupt the learning environment for other students.

Kids with special needs often have advanced triggers which can lead to challenging behaviors and actions in the classroom. When they cause a disruption, then it makes it more difficult for the other students to stay focused on the curriculum. If there are multiple interruptions every day, then their learning processes are slowed despite the emphasis on diversity within the school environment.

That means teachers must move more slowly through the information to ensure that every student can stay caught up with the curriculum. If a student is highly capable of pursuing work that is more challenging, then they must be held back or separated from the classroom to accomplish those goals – which limits diversity in the opposite direction.

3. Some physical disabilities require a special classroom configuration.

No one is denying the fact that diversity can make us better as a human race. When we see life through a different perspective, then it becomes possible to increase our knowledge and deepen our empathy for one another. There are some students, even if their only issue is a specific learning disability like a processing disorder, who could be severely affected by an inclusion classroom to the point where they are unable to stay caught up despite the presence of accommodations.

When this situation is present in the classroom or school district, then the only outcome which works is a specialized spot where their current educational needs can receive the attention it deserves.

4. This process cannot be rushed if it is to be successful.

Co-teaching environments can be beneficial to students in an inclusion classroom because it solves the problem of individualization. The only problem is that most school districts rush to put together their inclusion processes so that they can meet a specific administrative goal,

such as the presence of a specific percentage of inclusion for grant rewards or other monetary benefits.

Students who are used to receiving a separate educational resource in a dedicated classroom can struggle to adapt to the general learning environments that typically fall outside of the need of an IEP. They must receive a slow introduction to the changes about to occur so that they can be ready to meet the next challenges.

5. It can encourage some students to increase their acting out behaviors.

Most kids want to find a way to feel “normal” with their peers. That means an identified disability or learning disorder becomes a weakness, which can open the doors to teasing and bullying. An inclusion classroom can provide many benefits, but it can also cause more behaviors to occur because kids who have a disability tend to do whatever they can to hide this problem.

One of the easiest ways to draw attention away from their learning struggles is to act out in the classroom. If something seems too difficult to manage, then a disruption of the class can settle the situation. That means students who would normally be in a separate room can experience significant anxiety levels because of a forced transition toward inclusion.

6. Students with special needs can often find themselves in a minor classroom role.

Inclusion classrooms work when every student receives equal, individualized learning opportunities to further their education. Because there are 1-3 students in each class who might struggle with a disability or disorder, it is not unusual for them to be relegated to a minor role in the class community. Even the teachers who co-lead these situations can find themselves on the outside looking in as they attempt to provide the necessary accommodations that can help a student succeed.

7. It can lead to more absences in the student population.

“In looking at a nationally representative sample of students,” notes Education Week in a 2016 piece, “researchers have found that the young children who shared a classroom with pupils who have behavioral and emotional disabilities and more absences, lower reading scores, and lower

math scores.” The research also notes that kids in kindergarten or first grade who were in an inclusion classroom were more likely to act out in class and have problems with their social skills.

Inclusion can boost the math scores of students with learning or emotional disabilities without placing an academic drag on other kids, but this benefit occurs for those who are in the same grade – not necessarily in the same classroom.

8. The disadvantages of inclusion classrooms impact minority students the most.

Jason Fletcher, a professor of public affairs at the University of Wisconsin, looked at the spillover effects of an inclusion classroom on students without a disability. He discovered that students who came from a Hispanic or African-American household in low-income schools had profound struggles with their reading under this structure. The score gaps between white students and minorities were also larger in the classrooms with students who had behavioral or emotional disabilities than they were in areas where those with special needs were given an alternative learning environment.

9. It forces the teachers to have a practical understanding of each disability.

Stacey Campbell is a general education kindergarten teacher in Washington, D.C. Education Week spoke to her in 2016 about the pros and cons of inclusion classrooms and her feedback was straightforward. “A lot of times the specialists who come in are only worried about that one child, but as a general education teacher, I need to worry about that child and every other student,” she said. “I saw my other students quickly pick up or emulate the disruptive behaviors. If they got hit, they were going to hit back.”

Without teacher preparation in special education programs and a practical understanding of what each disability requires as a response, it is an almost impossible task for an inclusion classroom to be a safe environment for all learning needs because there is a lack of knowledge in the processes.

Verdict on the Inclusion Classroom Pros and Cons

An inclusion classroom is one of many approaches that educators can use to help students with a disability receive an appropriate and free public school education in the United States. Whether the issues involve a learning disorder, a physical disability, or emotional and mental challenges, this tool is a way that helps everyone have access to more paths that can lead toward success.

Students can get lost in large classrooms, especially if they already struggle with learning challenges. Most kids who struggle in the traditional school settings require more structure to their day, which is something that is not always possible. If there is no collaboration available in the curriculum, then most of the benefits disappear.

The pros and cons of an inclusion classroom suggest that this tool is useful in some situations, but it depends on the school environment, family involvement, and other unique factors which can only receive evaluation at the local level.

pros	cons

Pros And Cons Of Preschool

Although most parents would agree that preschool is an important phase in the lives of their children, some, surprisingly, beg to differ. According to recent studies, a few parents would prefer to keep their little toddlers at home and shield them from the outer world for a ‘little longer’. Those not in favor of this opinion, believed that preschool was a necessary opportunity for their children to grow mentally and physically, in an independent atmosphere. Early childhood programs can prepare and provide the foundation required for a child’s future education and can also help in engaging them in age-appropriate experiences. Keeping the child away from home can be a daunting task for parents, but if they are working, it would be absolutely difficult to cart the children around while working at the same time. In this case, preschool could be considered as a good option. This educational experience can help build a child’s

emotional range along with helping them learn at the same time. Parents can now breathe a sigh of relief as all preschools swear by providing a safe and reliable environment. From story-telling to early peer pressure, read on to know more on the pros and cons of preschool.

Preschool Advantages And Disadvantages

Pros

Early Socialization

Preschool is the perfect opportunity for children to socialize with others of their age, thereby helping them build social skills for later years. At an early stage, if parents or teachers notice that the child is not very sociable or tends to stay a recluse, certain solutions can be thought of and the problem can be rectified before it gets too late. This way, children engage, learn to talk and play amicably with others, while making friends and building relationships. This is an important social milestone for children as they can build their own toddler-network.

Independent Attitude

It may be extremely painful for the kids to leave parents behind at first, or vice versa. However, eventually, the child begins to adjust to the new environment and begins to develop relationships with others rather than just parents, such as the teacher and even the other students. It is here that children learn and build their own contacts and also learn to play and mingle sociably with others in a structured environment. Preschool provides a self-development environment for the children to grow and excel in, that ultimately culminates into an independent nature from very early on.

Enriching Learning And Fun

Preschool is more of an opportunities gateway for the toddler. The academic setting is not very laborious for the young ones, but it is the right stepping stone that can help children activate and build strong foundations for the future 'school mode'. Preschool is a fun, learning period for

children and is a move made by parents to build a strong base for their child's future scholastic endeavors.

Relief For Parents

For working parents, leaving the toddlers at preschool becomes rather necessary. Some parents find it extremely difficult to leave their child in the care of a nanny or a day-care centre. In this scenario, preschools are the saviors that help parents by shouldering their responsibility and also providing their kids with basic schooling.

Cons

Cost Of Preschool

A few preschool programs and institutions can be very expensive and are responsible, in most cases, for a gaping hole in the parent's bank accounts. This is a prime reason as to why some parents prefer to keep their children at home in order to avoid unnecessary expenses. Soaring preschool fees is one of the main reasons why parents prefer home-tutoring their kids in the initial years. However, they forget to factor the fact that preschools also educate kids in other aspects like sharing and self-confidence. Therefore, it is always advisable to research on the best option available, in terms of quality learning and affordable fees.

Unsafe Environment

Kids spend a substantial amount of time at preschools that range from anywhere 5 to 8 hours. It could end up being hazardous in terms of long hours spent away from home, conflicts between children over toys, no parental supervision and, also, in terms of the objects or material that the children have to deal with while away from home. These are some of the aspects that parents have to think over before taking a stand as to whether they should admit their child to the preschool or not. Although most preschools provide a safe environment, a thorough research about the claims is a must before taking the final decision.

Health Implications

Children at the ages of 3 and 4 are not used to a new environment than the ones that they have been brought up in. With the increasing number of children enrolling at preschool, there is also an increase in the level of illnesses and diseases that spreads through one child to another. After all, how much does a 3 or 4 year old know about hygiene or wellness? By sharing toys, lunches or even just by playing with their classmates, kids may fall sick.

Pangs Of Separation

More than any other aspect, parents find the emotional ordeal of being separated from the child, a very tense one. The child is also suddenly exposed to a new environment without the protection or the shield provided by parents. As a result, parents get emotional while children, in most cases, cry when left at the school.

Lesser Attention

All tiny tots require attention from very early on, and in early childhood programs, this is more of a distant possibility. With many kids to take care of, teachers or caretakers find it increasingly difficult to provide one-on-one attention to children. In this case, teachers may end up providing lesser attention per child, giving lesser opportunities for children to grow individually.

The earlier a child is put into preschool, the easier the adaptation is for the kid and the parents. Preschool is not only about fun and games but is also a crucial aspect in terms of academic and social development. Therefore, parents have to ask the right questions and research thoroughly to gauge the advantages and disadvantages of preschool before admitting their children into one. It is, after all, a matter of placing the right foot and opting for the right choice that can make or break a more distant, future educational experience.

pros	cons

What is your opinion on men working in early childhood education?

Ad by Upbeat News

Christer ML Bendixen, Pedagogue and nerd

There's a lot of gendering in childhood. Children's clothes are usually gendered, lunch boxes are gendered, backpacks are gendered, and children certainly notice. I don't personally think it's such a great thing, but after they're about 3, my experience is that children increasingly identify by gender.

Meanwhile, nearly all the real, three dimensional, flawed, nuanced, flesh-and-blood adult role models that are available are women. So a boy, who knows very well that he is a boy, who believes that that is something very different from being a girl, and who knows he'll grow to become a man – might not get a lot of experience to flesh out the concept of manhood. Maybe his experience will only be the caricatured and shallow masculinities of characters in movies, TV-series and comics. I'm not sure that's so healthy. And the same goes for the girls and their relationship to masculinity.

As a man working in early childhood education, I hope to provide more of that that nuance.

Other than that, my experience is that most of the men I meet in these professions are highly skilled and motivated. While I've experienced very little sexism, going against society's expectations isn't something you just drift in to – it's a conscious and deliberate choice. I'm very happy to have made it, and I hope more men do.

<https://www.quora.com/What-is-your-opinion-on-men-working-in-early-childhood-education>

Henry Friend, Teacher living in Queensland. Author, novelist, poet.

I worked in Early Childhood for 16yrs in Melbourne as a Qualified Early Childhood educator and in that time I experienced prejudice and sexism, mostly from parents and occasionally from other staff. But mostly the reaction has been positive. Lys is right - the children don't care what your particular arrangement of chromosomes is. They want some-one to

tell them stories, push them on the swing, help them with their shoelaces, to build and climb and play dress-ups with. They're looking to us, as educators, to guide behaviour, to lead by example, to teach language and science and music and the social and emotional skills that will prepare them for school. The other thing they learn is prejudice and they learn it from their parents, guardians and siblings. I'm proud to have been a part of an industry that is changing and there are many more men working in early childhood now than when I started. I gave up trying to prove myself to other staff. The only people whose opinions I cared about were the children in my care. It comes down to one thing - the primary rule of education - duty of care. My duty of care was to the children, everything else was just politics. Remember those three words - duty of care.

Hollyann Williams, a few years teaching preschool under my belt and gaining more.

As a female preschool teacher. .. I love seeing male teachers in early education settings! I work at a small preschool; we have about fifteen staff members and all are female. Sometimes the teachers will invite a dad of a student or a husband of a staff member to come read a book to the class during story time and the kids respond so positively. It's not a popular opinion but I think men have so much to teach young kids and it's a shame there aren't more men in early education.

Lynn Wright, Masters Degree in ECE, Montessori Director

I own a Montessori preschool. I have a male teacher working for me, and I think that he's absolutely fantastic. He is one of the best teachers at the school. He understands children, observation, and lesson planning.

However, every single year, I've dealt with new parents in some way that are showing concern over the fact that I have a male teacher. He needs protected from the stereotypes of a male teacher automatically being a predator, and we've had to have conversations about it. Men in this field have to be more cautious and careful. They have to have the support of their director to make sure that they aren't in situations where they can be unfairly accused.

This year we have 2/3 boys. He's a role model to the kids of how to behave in a way that isn't crashing into the fence.

Dori Lensink, I have been Early Childhood Educator for well over 30 years now.

No reason that a man could not be a good Early Childhood Educator.

EXERCISE 5. Choose your side on every issue and using information from the article express your opinion on the topic under discussion.

EXERCISE 6. Read the article "Could You Excel in an Early Childhood Education Teacher Career?" and answer the following comprehension questions.

Could You Excel in an Early Childhood Education Teacher Career?

Early childhood education careers will let you care for and teach children from infancy through age 8. Teaching young kids, you'll find creative ways to help them learn the skills they need for their intellectual, emotional and physical development. Not only that, but the kids will make you laugh every day, and always keep you guessing.

Learn to Play, Play to Learn as an ECE Teacher

Early childhood teachers plan lessons are based on play and hands-on activities, the primary means through which young children learn. You will use games, music, artwork, films, books, and increasingly, computers. Play may involve inspiring kids' imagination and problem-solving through materials such as building blocks, clay or puzzles. It may also include group pastimes that promote social skills and cooperation, such as gardening, playing musical instruments or preparing a meal. Who knows? Maybe you'll also have fun playing with, and learning from, them too.

Naturally, story time also plays an essential role in helping young children learn. You'll provide time for students to listen to stories and explore books and other reading materials, and then give kids the

opportunity to respond to a story or theme with rhyming games, art and crafts, and role playing.

How You'll Succeed

To succeed in an early childhood education career, you must be patient, creative and love helping young children learn. You'll need excellent communication skills, and must learn how to keep the attention of young children and the support of parents. You'll delight in hearing your kids' laughter, and seeing their happiness and-sometimes unexpected-development.

A career in early childhood education will give you the chance to teach kids when they are most open to learning. The play that children participate in today can lead them to years of success as students and adults. They will remember influential teachers and pivotal moments from their childhood for the rest of their lives.

ECE Teacher Career Growth

Most early childhood job openings will result from the need to replace the large number of teachers who are expected to retire soon, according to the U.S. Bureau of Labor Statistics (BLS). The BLS anticipates 116,000 new jobs to open up over the coming decade for kindergarten and early elementary teachers, and over 50,000 jobs for preschool teachers. This equates to a seven to 10 percent job growth rate, which is slightly higher than the national average for other career fields. With so many job opportunities on the horizon, qualified candidates can look forward to a promising career in early childhood education and spend their work day helping young children achieve their potential.

A career in early childhood education might have you working in these different kinds of institutions:

- Daycare centers
- Preschools
- Kindergartens
- Specialty schools, such as Montessori or religious schools
- Elementary schools

Within these settings, you may specialize in teaching the gifted or disabled, or in disadvantaged communities.

Bilingual education is also a growing need in early childhood education as our student base diversifies. Bilingual teachers, and those qualified to teach English as a second language, can increase their early childhood education career opportunities by utilizing their skills at schools that offer programs for non-English speaking students.

Opportunities in Early Childhood Education

With the increased focus on the value of early childhood education and the subsequent wave of new jobs, those qualified to teach young children can anticipate a broad range of career opportunities. Not only can they make a difference in the lifelong learning experiences of their students, but they can improve the quality and standards of the programs they teach-making the outlook and prospects even better for the next generation of teachers.

Candidates can enter careers in early childhood education from a variety of backgrounds, although an education degree and certification are the normal route. The advocacy group Pre-K Now recommends, at a minimum, certification, such as a child development associate (CDA), for teacher aides or those working with toddlers or preschool kids. A bachelor's degree and state teacher certification are mandatory for those working with school-age children.

Not Just Entry Level: What to Do Next?

Teachers with advanced degrees and work experience in early childhood education might want to advance their careers in the following ways:

- Manage or own a daycare center
- Direct a group of daycare centers or preschools
- Work as public or private researchers
- Teach the next generation of early childhood educators

For more information on early childhood education studies, read our article on early childhood degrees.

Hours and Benefits

Because some preschools and child care centers operate year-round with extended hours to support working parents, a career in early childhood education may mean working a full-time schedule that includes summers. Schools and day-care centers often have staggered shifts to cover early morning and late pick-ups without having teachers work overtime.

As a benefit to teachers, a child care center, preschool or kindergarten may offer free or discounted tuition for their children. In addition, many jobs offer benefits packages that include vacation, insurance and other typical employee benefits. Be sure to inquire when you're looking for the right teaching job for you.

The Big Payoff

The primary reward to a career in early childhood education is the chance to play a key role in a child's life-to serve as a caring, responsive adult who offers attention, warmth and creativity, demonstrates how to communicate respectfully, and enthusiastically encourages individual accomplishments. Individuals who excel in early childhood education succeed in building positive relationships with children, helping them to feel valued, and creating a solid platform for their future learning experiences.

But what can you earn in the various roles? Take a look below for tips on improving your salary, and the best states to become an early childhood education teacher.

How Much Will My Early Childhood Education Salary Be?

According to the BLS, the average national annual salary for preschool teachers is \$34,650, with those working in elementary and primary schools earning an average annual salary of \$48,840. Actual salaries may vary greatly based on specialization within the field, location, years of experience and a variety of other factors.

The Path to Higher Wages

The normal career path in early childhood education will generally follow an upward path of promotions. If you enter the industry on the ground level, you might start as an assistant teacher and improve your salary after you become a teacher, and then a lead teacher. Eventually, with more education and experience, you can advance to the role of director of a school or center. With greater responsibilities come greater financial rewards.

While finding an early childhood education job in a different city or state can offer you higher pay, you may not want to relocate. The now concluded Pre-K Now project suggests that teachers can also improve their wages with additional education or specialized training. Teachers sometimes begin their careers in a preschool with an associate's degree in early childhood education. Those who hold bachelor's degrees generally qualify to teach kindergarten through third grade. Teaching a higher-grade level typically results in a higher salary. Getting a master's degree or adding another endorsement onto your resume will also help, and may also open up more job opportunities.

Career Opportunities in Early Childhood Education

With the increased focus on the value of early childhood education and the subsequent wave of new jobs, those qualified to teach young children can anticipate a broad range of career opportunities. Not only can they make a difference in the lifelong learning experiences of their students but they can positively influence the quality and standards of the programs they teach-making the outlook and prospects even better for the next generation of teachers.

Early Childhood Education Teacher Certification and School Accreditation

Each state has its own requirements for early childhood education teacher certification (also called teacher licensure), and schools teaching young children must be accredited by a governing body.

Before deciding on a school for your early childhood education training, you should check with your state Department of Education (DOE) to find out what its teacher certification requirements are.

General Requirements

Teacher certification is granted by each state's Department of Education. Many states require, or will be requiring, certification of all individuals teaching in public school early childhood programs. Early childhood education teacher licensing is even more important as we all want to ensure the safety of our young children.

Licensing requirements for preschool teachers vary by state. Some states require a bachelor's degree in early childhood education, while others require an associate's degree, and still others require certification by a nationally recognized authority. Teacher certification for kindergarten teachers also varies by state. However, all states require teachers to have obtained at least a bachelor's degree and to have completed an approved teacher training program. Supervised student teaching is also a requirement.

The Child Development Associate (CDA) credential is the most common type of national certification for child care providers. It is often required to work in day care centers, nursery schools or preschools, with an emphasis on either Infants and Toddlers, or Preschool-aged children. See the Council for Professional Recognition website for more details on teacher certification for early childhood education.

Early Childhood Education School Accreditation

Accreditation is a process by which organizations certify the competency of schools to teach in a given field. The accreditation process ensures that schools are competent to teach, test and certify their students.

There are many advantages for choosing an accredited early childhood education program:

- Assurance of a quality education

- National or regional accreditation assures students that an institution of higher education adheres to high quality standards based on the latest research and professional practices.
- Qualify for financial aid opportunities
- Accreditation by a national or regional accrediting body also allows students to participate in federally funded and state financial aid programs. In order to receive federal funds, an institution must be accredited by a national or regional accrediting body recognized by The U.S. Department of Education (DOE). All Education Schools only lists schools accredited by a recognized accrediting body.
- Earn a more marketable degree
- Attending an accredited teacher-education school can also make you more competitive in the job market; some employers will accept degrees only from a regionally accredited institution when considering promotions or salary.

<https://www.alleducationschools.com/teaching-careers/early-childhood-education-teacher/>

1. What age do early childhood education teachers focus on?
2. What can ECE teachers gain from playing with children?
3. What kind of a person an ECE teacher should be to succeed in his/her career?
4. Why is ECE teaching career considered as “promising”?
5. What are the opportunities for teachers in ECE?
6. What is mandatory for those working with school-age children?
7. What benefits can ECE teachers be offered for a full-time schedule that includes summers?
8. How much is an ECE teacher salary is?
9. How to higher wages?
10. What are general requirements for ECE Teacher Certification and School Accreditation?

EXERCISE 7. a) Review the texts in this unit and discuss the following issues.

b) Summarize your own opinion on the problems discussed in the articles in a single paragraph.

- Do you admit that inclusive education promotes successful learning?
- What is the best age for kids to go to preschool and how many years of preschool does a child really need in your opinion?
- Do you believe that males are feared as early childhood educators?
- Do you think inclusive education is a good idea?
- What do you regard as the benefits of inclusion?
- What is your view on inclusive education in your country?
- Going to preschool does not matter. Do you also think so?
- Should you send your kids to pre-school? Why or why not?
- Do you agree that men are not better than women, but they are different and together men and women create a rich culture in which to raise a child.

Unit 5. PARAGRAPHING. LINKING IDEAS

EXERCISE 1. Read the text and focus on the words in bold type. Give their Russian equivalents.

Children with exceptional intellectual abilities

It is a well-known fact that learning is an integral part in the life of all people. **In fact**, if someone wants to make one's way in the world, **obviously**, they need some education, **at least** basic one. **But no doubt**, all people are different, **hence** they have different intellectual abilities. **For example**, **some** may be good at anything while **others** are keen only on a few subjects. **What is more**, there are people whose intellectual development goes much quicker than their age—these are often called children-prodigy.

Personally I don't know such people but **recently** I've an interesting article about a girl named Ruth Lawrence, who sat the entrance exam for St. Hugh's College and was offered a scholarship from it. **Actually**, there wouldn't have been anything unusual in it, if there hadn't been said that the girl began to read at four and started academic subjects at five. **What is more**, Ruth has all-round abilities: she is keen on English, History, Geography, Nature Study and many other subjects; but her major is Math. **Besides**, she plays the piano and has quite a wide range of interests. **But** the most unusual fact is that Ruth has never attended school, **because** her parents decided to educate Ruth at home. **In fact**, they enjoyed teaching her and seemed to have made quite a good progress in it. Her father suppose that Ruth doesn't work harder than other children of her age, but concentrates only on her favorite subjects. **Moreover**, he expects her daughter to take further degree and would be able to become a research professor in Math. The principle of the college **also** very excited about Ruth and her future tutor admits that taking such a young student is a great responsibility, and he will do his best to tailor the teaching to Ruth's requirements.

In my opinion, it was rather thoughtlessly of Ruth's parents to educate her at home. **Actually**, they made a great mistake, **because** they deprived her of a real childhood and the possibility to mix with her peers. **Of course, on the one hand** Ruth might get to the top and become a famous respectful professor of Math, **but on the other hand**, she might come across with great difficulties in socializing with other people, as she spent too much time on her own.

In conclusion I would like to add that **such** thing as home-schooling is vestige of the past and it mustn't exist in modern society. **I rather think** that every child should attend school, because it gives them not only basic education—it is a place where children can develop their relationships, tolerance and mutual respect. It **also** helps them to develop critical thinking, independence of character, equips them with the confidence to face the realities of adult life.

<https://studall.org/all3-55347.html>

EXERCISE 2. Read passages from articles above, find linkers and state their functions in the sentences.

1. Because the nursery school movement has sprung from such a variety of social forces, no one type of school may be described as representative of the movement. Nevertheless, it is profitable to consider a few modern views of early childhood education.
2. It's important to note that hearing issues, autism and a number of other disabilities can masquerade as speech and language impairments.
3. It's worth mentioning that speech and language impairments requiring long-term attention generally remain manageable.
4. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.
5. Inclusion has two sub-types: the first is sometimes called regular inclusion or partial inclusion, and the other is full inclusion.
6. According to studies, playing is learning.
7. Two year olds, for example, will enjoy putting in pieces and taking them back out just as much as they will enjoy fitting them into the right spot.
8. In fact, although estimates say that as many as 20 percent of students have some form of learning difference, most twice exceptional children are never identified.
9. So how can we help a child we suspect is twice exceptional? The first step is diagnosis.
10. One of the main problems for twice exceptional children is the fact that today's schools are very heavily focused on reading and writing. Unfortunately, these are two of the most common problematic areas for gifted children with learning disabilities.
11. Additionally, kids who go to pre-school tend not to have the separation problems in kindergarten that kids who've never been away from mommy often have.
12. To my mind, one year of pre-school education can do wonders for the child.

13. According to recent studies, a few parents would prefer to keep their little toddlers at home and shield them from the outer world for a ‘little longer’
14. In this case, preschool could be considered as a good option.
15. Although most preschools provide a safe environment, a thorough research about the claims is a must before taking the final decision.
16. As a man working in early childhood education, I hope to provide more of that nuance. Other than that, my experience is that most of the men I meet in these professions are highly skilled and motivated.
17. Naturally, story time also plays an essential role in helping young children learn.
18. In addition, many jobs offer benefits packages that include vacation, insurance and other typical employee benefits.
19. Eventually, with more education and experience, you can advance to the role of director of a school or center.
20. However, all states require teachers to have obtained at least a bachelor’s degree and to have completed an approved teacher training program.

EXERCISE 3. Choose the appropriate linking word and fill in the blanks:

1. You should not travel alone during nights ... *because / therefore* there are many robbers around.
2. Indian culture is exemplary ... *whereas / similarly* Indians are honest and industrious people.
3. We sat there chatting happily, ... *while / meanwhile* the youngsters danced.
4. I should ... *first/ now* get a job; and then, I can think of marriage.
5. I first saw Ameer Khan in Kaho na Pyaar Hai ... *after that / before that* I did not miss any of his films.
6. I love spending my time chatting on the net ... *unlike / whereas* my brother hates it.

7. He met with an accident in which his leg was injured ... *yet / however* he drives very fast.
8. The government has given them scholarships to study. ... *further / also* it has promised them suitable employment.
9. Fortunately, we have a good teacher. She makes learning very interesting and easy for us. She gives us tasks to solve. She loves us and takes good care of us. ... *in brief / thus*, she is like a god mother to us.
10. First, read the whole paragraph carefully. Secondly, read it for the details and then read the questions on the paragraph, later skim through the paragraph for needed information; and ... *eventually / finally*, answer the questions.
11. I have never been here before... *as / but / and* my friend has.
12. We took a taxi... *in short / but / because* we were late.
13. This house is beautiful... *in addition to / however / because*, it is in poor condition.
14. I was tired, ... *so / for example / since* I went to bed early.
15. ... *All in all / Despite / Although* she felt ill, she didn't call the doctor.
16. Some foods, ... *moreover / as a result / such as* chocolate, are very fattening.
17. Everyone attended the meeting... *whose / whereas / apart from* Steve, who was on holiday.
18. Is this the boy... *whose / which / what* parents own the factory.

EXERCISE 4. Complete the following paragraphs by choosing the appropriate linking word:

1.

next, for example, however, secondly, finally, thirdly

Linking words help us in many ways in writing. ... , they help us in presenting our ideas in a meaningful way. ... , they help us to introduce and develop the main idea of the paragraph. ... , they help us to illustrate and add supporting details. ... , they help us in moving from one idea to another by binding one sentence with another. ... , they help us to

understand the ideas presented in the paragraph. ... , using too many linking words ruins the structure and coherence of the paragraph.

2.

Yet, generally, however, Certainly, actually

A third misconception about language claims that every language is or should be equally used and understood by all its practitioners everywhere. ... , users of the standard forms of English in the United Kingdom ... understand their equivalents in the United States: the degree of similarity between these two major forms of English is great. Dialect-users in these countries, ... , have serious problems understanding each other, to the extent that they may wonder if they are ... using the same language. Someone from Brooklyn, New York, will have a trouble with a Cockney from London; an old-style British Army colonel won't do well in discussion with a Californian flowerchild. ... they all belong within the vast community of 21st century world English.

3.

in terms of, therefore, also, however, like

Soaring preschool fees is one of the main reasons why parents prefer home-tutoring their kids in the initial years. ... , they forget to factor the fact that preschools ... educate kids in other aspects ... sharing and self-confidence. ... , it is always advisable to research on the best option available, quality learning and affordable fees.

EXERCISE 5. Read the texts “Learning for a Preschooler”, “How to Maintain and Grow the Giftedness in Children”, “ADHD and Gifted Children”, “Misbehaving Gifted Children”. Write summaries of the texts. Use linking words and expressions in your summaries.

Learning for a Preschooler

By Inderbir Kaur Sandhu, Ph.D

Q: My son Joseph is 3 and 1/2 and he learns very quickly. He is currently reading above a 1st grade level with words. He can count objects of up to 12-15 and can spell quite a few words like zoo, car, cat, hat and moon. He also recognizes many words and knows shapes, all basic colors and all body parts. He does ask a lot of questions like, "Where did you buy those pants?", "Sears", "Why did you buy them at Sears?", "because they were on sale", "Why were they on sale?" ...etc. He asks questions about the answers I give him. He reasons and bargains with me and has a cute sense of humor.

He also had a language delay and still does but more so in the area of pragmatics of language which is much better than 6 months ago. I tell him something 2x he gets it. I could probably sit down and teach him the clock in 1 or 2 weeks without a lot of effort. Not sure which way to go with education and social life. He is currently in a regular preschool five days a week from 9 - 11:30 am and an art class once a week. Any suggestions are welcomed.

A: Despite having language delays, Joseph appears to have learnt very quickly and it would just be a matter of time for him to catch up and even be ahead of his peers. His ability to learn quickly and ask questions may well help him in his learning journey and perhaps place him in advanced classes.

Therefore, it looks like you are indeed on the right track and doing the right thing, so there isn't much to worry about. It is also good that you are taking it easy and not pushing him to learn as that helps his intrinsic motivation which I believe is what keeps him going. You may want to introduce new challenges to him, perhaps things that are not taught at his

school, field activities, exploring and introduction to the world of knowledge (books and other reading/audio/visual materials).

If he is interested in art, you may want to bring him to an art museum to appreciate art work and in the process, you can actually build his knowledge while explaining such work. Pay attention to all his questions, answer them, laugh at his humor and enjoy his company. I believe he will grow to be a fine boy. However, you need to put in some effort on your side to help him enjoy learning by exposing new and challenging environments. You may also want to read past issues on similar activities for preschoolers.

How to Maintain and Grow the Giftedness in Children

By Inderbir Kaur Sandhu, Ph.D

Q: There are a number of checklists to identify gifted children, identification is an easy task -- comparatively. But how should one maintain that the "giftedness" continues to "grow" in the child.

p/s. keep in mind that this is regarding Indian children.

A: The biggest loss of potential is when they burn out. One must also realize that giftedness is for life, but the extent to which it is demonstrated over time would depend on how their potential is nurtured. It also depends on how giftedness is viewed. One may think that their child is no longer gifted when his/her grades slip. We must be aware that gifted students may not always test well. It really depends on how a gifted child views testing. If he/she does not see a purpose and meaning to testing, s/he may not test well, much to the disappointment of adults, namely parents and teachers.

Gifted children need differentiation in learning; hence teaching techniques used should promote higher order and creative thinking which enhances the staying power and passion for learning. They need to be interested in what they learn and not merely studying for good grades – otherwise they may burn out. In other words, gifted children are more intrinsically motivated.

There are indeed two categories of high achievers – one that is high achieving alone but not gifted; and one that is both gifted and high achieving. The high achiever will score A's by working hard and

memorizing facts for extrinsic reasons whereas the gifted would do well due to intrinsic motivation by simply enjoying learning. To ensure giftedness is demonstrated, gifted children need learning beyond classroom teaching. They also need to be interested and kept interested in what they learn to achieve long term goals. Help the child think about the future so they are able to develop a vision to in turn, help them engage in learning for a purpose.

Giftedness is universal in most cases. As long as educational experiences are quite standard, racial differences should not make a difference; most of the differences would be due to the kind of nurturing and environment the child is in.

ADHD and Gifted Children

By Inderbir Kaur Sandhu, Ph.D

Q: My 4 years old, who seems very intelligent for his age, even though he is hearing-impaired, has always had a high activity level. Sometimes he seems motor-driven (both speech and activity) and resists sleep (even when he obviously is sleepy) and despite a fairly regular routine. The sleep problem got worse when we moved recently and once he went to sleep at 4am. Most of that time he'll spend playing noisily if we let him. He is being treated for reflux, but discomfort doesn't seem to me to be the reason he won't sleep.

Is there any relation between giftedness, activity level and "sleep resistance"? Sometimes I'm afraid he has ADHD.

A: Firstly, a note on ADHD (Attention Deficit-Hyperactivity Disorder). ADHD is defined as a persistent pattern of inattention and/or hyperactivity-impulsivity that is both more frequently displayed and more severe than is usually observed in persons of a similar age or comparable development level. There is no significant relationship between giftedness, activity level and sleep per se but there is a possibility that in some cases, one may contribute to the other. Someone who is ADHD and gifted may experience the frustrations associated with this dual condition. People with ADHD can at times be very focused, but it's the inconsistency that's

frustrating. When focused, they can do the best work; and when not focused, they cause trouble for those around them, particularly in a classroom.

In a classroom daydreaming is equated with inattention, but in a student who is also gifted it should be treated as a symptom of boredom. Studies have indicated that for ADHD students, boredom can be extremely stressful and understandably contributes not only to attention problems but also to impulsivity and spontaneous thoughts which can be a distraction in class. For a student who is ADHD and gifted, these states of boredom and resultant impulsivity are magnified. In short, intelligence can have a profound effect upon how ADHD symptoms are manifested.

Perhaps, the change in environment for a four year old may have an impact on his activity level, resulting in restlessness and inability to sleep. He may be playing noisily probably due to his hearing impairment as he may not be able to judge the level of noise he would be producing.

The best thing you may want to do now is to see a professional who may be able to test your son to diagnose/clear doubts of him having ADHD. You can only move from then on. If he is diagnosed as having ADHD, there is treatment available and it is always better to start right from the beginning. From what you mentioned, I feel that there is a need to clear doubts of him having ADHD. If that is cleared, he may just be a very active child who needs to be stimulated so as to use as much of his energy as possible. Good luck.

Misbehaving Gifted Children

By Inderbir Kaur Sandhu, Ph.D

Q: What can a teacher do to avoid a gifted learner from misbehaving and give examples?

A: When a gifted child starts misbehaving, adults need to find out the reason and understand the thin line of difference when dealing with this child compared to one with average abilities. This also really depends on the age group of the child. Since the information given is limited, I would give a general view.

First and foremost, as an educator, you would need to find out why your student is misbehaving. Often, the main reason for misbehaving for a gifted learner is boredom rather than seeking attention, which is generally the case for most children. When this happens, the environment may be wrong for the child. You may want to investigate what is going on in your classroom that does not fit the learning, emotional and personality needs of the student. Is this student behaving the same way in other classes as well? These behaviors may continue if the student is not given appropriate instruction that is deep and paced right for her/him.

You may also want to determine if the student is really misbehaving or if there is a misunderstanding of what normal gifted learners do. Sometimes, just because of their advanced capabilities (usually in the cognitive domain), we assume that they are adults and expect a certain kind of behavior which is more mature and more compliant than their peers. But that does not mean that they do not act like kids sometimes and make bad choices. In reality, gifted students are more apt to perceive the arbitrary nature of some rules and resent what they see as totalitarian authority. That is why you may need to explain this to them, and also ways to get themselves heard without them having to be rude or threatening.

A teacher should always listen, observe, interact, and learn from their students. Your job as an adult is to help students communicate their feelings and guide them toward a positive resolution of the problem. The following website may be general but I believe rather useful for teachers: [DisciplineHelp](http://www.brainy-child.com/expert/raising-gifted-child.shtml).

<http://www.brainy-child.com/expert/raising-gifted-child.shtml>

APPENDICES

Appendix 1

How to render the article

1. Place of origin	<p>The article is (was) printed / published in...</p> <p>The article is from a newspaper under the nameplate...</p>
2. Time of origin	<p>The publication date of the article is...</p> <p>The article is dated the first of October 2008.</p> <p>The article is printed on the second of October, 2008.</p>
3. Author	<p>The article is written by...</p> <p>The author of the article is...</p> <p>The article is written by a group of authors. They are...</p>
4. Theme / Topic	<p>The article is about...</p> <p>The article is devoted to...</p> <p>The article deals with the topic...</p> <p>The basic subject matter of the script is...</p> <p>The article touches upon the topic of...</p> <p>The article addresses the problem of...</p> <p>The article raises/brings up the problem...</p> <p>The article describes the situation...</p> <p>The article assesses the situation...</p> <p>The article informs us about... / comments on...</p> <p>The headline of the article corresponds to the topic.</p>
5. Main idea / Aim of the article	<p>The main idea of the article is...</p> <p>The purpose of the article / author is to give the reader some information on...</p> <p>The aim of the article / author is</p> <p style="padding-left: 20px;">to provide the reader with some information about...;</p> <p style="padding-left: 20px;">to provide the reader with some material / data on...</p> <p style="padding-left: 20px;">to inform about...;</p> <p style="padding-left: 20px;">to compare / determine...;</p>

<p>6. Contents of the article (a short summary of 3 or 4 sentences) + important facts, names, figures.</p>	<p>The article can be divided into some parts. The first part deals with... The second covers the events... The third touches upon the problem of... The fourth part includes some interviews, dialogues, pictures, reviews, references, quotations, figures. The article is written in the form of the monologue, from the first / third person narration. The author starts by telling the reader that... (writes, states, stresses, depicts, says, informs, underlines, confirms, emphasizes, puts an accent on, accepts / denies the fact, reports, resorts to, hints on, inclines to, points out... and so on) Later the article / the author describes... The article / the author goes on to say that... According to the text... In conclusion... The author comes to the conclusion / concludes that... The key sentence / words of the article (is / are) the following...</p>
<p>7. Vocabulary of the article – the topical vocabulary – the author's vocabulary</p>	<p>While reading I've come across some topical words and expressions like.../ A great number of words belong to the topic... The author's vocabulary is rather vivid, poor, rich... The author resorts to colourful general phrases/ clichés / stable statements / understatements / exaggerations / words with negative / positive connotation / fine words / descriptive adjectives / comparisons (to create a vivid picture, a humorous effect / to enforce the influence on the reader). We see the author's mastery in conveying the main idea to the reader with the help of the phrases / parenthesis / sayings / proverbs</p>

8. Personal opinion / impression of the article	I found the article interesting / important / useful / dull / of no value / (too) hard to understand and assess (Why?) I appreciate the author's word-painting as / superb / ordinary / exaggerated. I think / believe that... My point is that... In my opinion... To my mind...
9. Personal view on the topic / idea / problem	The message of the writer is clear to understand... I share the author's view... I see the problem in a different way... I don't quite agree with the fact (that). ..

The article "*The Right For Personal Space*"

The article under consideration is headlined "*The Right For Personal Space*". In the current article the author speaks at length about a **burning issue of all times** which is a **problem of discrimination**. It is the discrimination against men, to be precise, that is touched upon by the author who lays stress on the oppression of inviolability as well as indispensability of a person's private space.

The article opens in a brief description of the way of living in a society of former USSR when people even though were used to being deprived of their rights were still longing to get apartments of their own, so that they could feel safe in a so-called "personal space" of theirs. **Afterwards the author moves on** to defining the term "**personal space**" in order to provide the readers with the information necessary to get involved in further reading. He defines the term-in-question as a part of a territory that "belongs" to one definite owner and essentially enables one to stay there on one's own with no fear of a sudden intrusion of "aliens". **According to the author's point of view**, it is not only the chattels to be termed as a private or personal space, but clothes even. To

put it in shorter words, one must not trespass on anyone's private zone without asking in advance.

Further on the author reminds his readers of some historic examples of the oppression of people's rights for their intimate areas. **He starts with** describing different attitude towards some areas of men-women's employment, goes on giving examples of high fences around people's houses, and ends up with the issue of public baths. The author claims that these aspects led to a resolution to create segregated lavatory rooms, single-sex saunas and changing-rooms, which depicted the progress towards equal rights in the USSR.

However, in the next passage the author points out the idea that all those restrictions placed were actually to guard women, rather than men. Holding on to the matter of man's rights, the author cites an example of "lovely" **female janitors and maids occurring in men's toilets or baths with men inside!** Similar situation can hardly take place in a ladies' WC. **To continue the author tells a story of** an American woman winning a right to use a gents' WC, whilst there's hardly any man to gain such a right. Being put under arrest is what he is more likely to achieve even if seen near the ladies' refresh room, since it's against the law in the US. **The author gives more examples,** such as female teachers entering boys toilets in search of smokers, female doctors examining 18-year-old future soldiers and so on. These examples lay stress on the ideas of the article.

The author draws conclusion by saying that the only way to advance the case of equal rights for a safe personal space is to teach boys just as well as girls to value their intimacy. **So, to sum up the ideas mentioned I personally agree that** the issue of men's deprivation of private place without a shadow of doubt is a subject for discussion. Yet, I still see no sense in putting this idea into such an exaggerated manner as the author did. What we all need to remember is that every one and all deserve a right for safety, comfort and ease of existence, no matter if one's a male or a female. My space is my space.

<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>

The plan for rendering the text

stages	some expressions to be used while rendering the text
1. The title of the text	The article/text is headlined... The headline of the article/text I have read is... The title of the article/text ...
2. The author of the article, where and when the article was published	The author of the article/text is... The article/text is written by... It is (was) published in... It is (was) printed in...
3. The main idea of the article	The main idea of the article/text is... The article/text is about... The article/text is devoted to... The article/text deals with... The article/text touches upon... The purpose of the article/text is to give the reader some information on... The aim of the article/text is to provide the reader with some material (data) on...
4. The contents of the article, (some facts, names, figures, etc.)	a) The author starts by telling the reader that... b) The author writes (states, stresses, thinks, points out) that... c) The article/text describes... d) According to the text... e) Further the author reports (says)... f) The article/text goes on to say that... g) In conclusion... h) The author comes to the conclusion that...
5. Your opinion of the article	I found the article/text interesting (important, dull, of no value, too hard to understand)

<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2015/09/06/the-plan-for-rendering-the-text>

Linking words

Linking words help you to connect ideas and sentences when you speak or write English. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result, or to contrast ideas.

Here's a list of the most common linking words and phrases:

- **Giving examples**
 - **For example**
 - **For instance**
 - **Namely**

The most common way to give examples is by using **for example** or **for instance**.

Namely refers to something by name.

“There are two problems: namely, the expense and the time.”

- **Adding information**
 - **And**
 - **In addition**
 - **As well as**
 - **Also**
 - **Too**
 - **Furthermore**
 - **Moreover**
 - **Apart from**
 - **In addition to**
 - **Besides**

Ideas are often linked by **and**. In a list, you put a comma between each item, but not before **and**.

“We discussed training, education and the budget.”

Also is used to add an extra idea or emphasis. “We also spoke about marketing.”

You can use **also** with **not only** to give emphasis.

“We are concerned not only by the costs, but also by the competition.”

We don't usually start a sentence with **also**. If you want to start a sentence with a phrase that means also, you can use **In addition, In addition to this...**

As well as can be used at the beginning or the middle of a sentence.

“As well as the costs, we are concerned by the competition.”

“We are interested in costs as well as the competition.”

Too goes either at the end of the sentence, or after the subject and means **as well**.

“They were concerned too.”

“I, too, was concerned.”

Apart from and **besides** are often used to mean **as well as, in addition to**.

“Apart from Rover, we are the largest sports car manufacturer.”

“Besides Rover, we are the largest sports car manufacturer.”

Moreover and **furthermore** add extra information to the point you are making.

“Marketing plans give us an idea of the potential market. Moreover, they tell us about the competition.”

- **Summarising**

- **In short**
- **In brief**
- **In summary**
- **To summarise**
- **In a nutshell**
- **To conclude**
- **In conclusion**

We normally use these words at the beginning of the sentence to give a summary of what we have said or written.

- **Sequencing ideas**

- **The former, ... the latter**
- **Firstly, secondly, finally**
- **The first point is**
- **Lastly**
- **The following**

The former and **the latter** are useful when you want to refer to one of two points.

“Marketing and finance are both covered in the course. The former is studied in the first term and the latter is studied in the final term.”

Firstly, ... secondly, ... finally (or **lastly**) are useful ways to list ideas.

It’s rare to use “fourthly”, or “fifthly”. Instead, try **the first point, the second point, the third point** and so on.

The following is a good way of starting a list.

“The following people have been chosen to go on the training course:

N Peters, C Jones and A Owen.”

- **Giving a reason**

- **Due to / due to the fact that**
- **Owing to / owing to the fact that**
- **Because**
- **Because of**
- **Since**
- **As**

Due to and **owing to** must be followed by a noun.

“Due to the rise in oil prices, the inflation rate rose by 1.25%.”

“Owing to the demand, we are unable to supply all items within 2 weeks.”

If you want to follow these words with a clause (a subject, verb and object), you must follow the words with **the fact that**.

“Due to the fact that oil prices have risen, the inflation rate has gone up by 1%25.”

“Owing to the fact that the workers have gone on strike, the company has been unable to fulfill all its orders.”

Because / because of

Because of is followed by a noun.

“Because of bad weather, the football match was postponed.”

Because can be used at the beginning or in the middle of a sentence. For example, “Because it was raining, the match was postponed.”

“We believe in incentive schemes, because we want our employees to be more productive.”

Since / as

Since and **as** mean **because**.

“Since the company is expanding, we need to hire more staff.”

As the company is expanding, we need to hire more staff.”

- **Giving a result**
 - **Therefore**
 - **So**
 - **Consequently**
 - **This means that**
 - **As a result**

Therefore, so, consequently and **as a result** are all used in a similar way.

“The company are expanding. Therefore / So / Consequently / As a result, they are taking on extra staff.”

So is more informal.

- **Contrasting ideas**
 - **But**
 - **However**
 - **Although / even though**
 - **Despite / despite the fact that**
 - **In spite of / in spite of the fact that**
 - **Nevertheless**
 - **Nonetheless**
 - **While**
 - **Whereas**
 - **Unlike**
 - **In theory... in practice...**

But is more informal than **however**. It is not normally used at the beginning of a sentence.

“He works hard, but he doesn’t earn much.”

“He works hard. However, he doesn’t earn much.”

Although, despite and **in spite of** introduce an idea of contrast. With these words, you must have two halves of a sentence.

“Although it was cold, she went out in shorts.”

“In spite of the cold, she went out in shorts.”

Despite and **in spite of** are used in the same way as **due to** and **owing to**. They must be followed by a noun. If you want to follow them with a noun and a verb, you must use **the fact that**.

“Despite the fact that the company was doing badly, they took on extra employees.”

Nevertheless and **nonetheless** mean **in spite of that** or **anyway**.

“The sea was cold, but he went swimming nevertheless.” (In spite of the fact that it was cold.)

“The company is doing well. Nonetheless, they aren’t going to expand this year.”

While, **whereas** and **unlike** are used to show how two things are different from each other.

“While my sister has blue eyes, mine are brown.”

“Taxes have gone up, whereas social security contributions have gone down.”

“Unlike in the UK, the USA has cheap petrol.”

In theory... in practice... show an unexpected result.

“In theory, teachers should prepare for lessons, but in practice, they often don’t have enough time.”

http://www.alexanderkabanov.ru/booken/index.files/English/text_rendering.files/text_files/index.htm

Useful phrases for rendering articles in English

1. The article under the title (the name) ...is taken from ...
2. It is written by ...
3. The theme of the article is closely connected with title of the article
4. This article deals with ..., is devoted to ...
5. The main idea is expressed in the first (the last) paragraph
6. At the beginning the author describes, explains, introduces, analyses, gives a revue of ..., comments on, enumerates, points out ...
7. From the article we learn that ...
8. At the end the author comes to the conclusion that ...
9. To my mind (in my opinion) ...
10. As far as I know, understand, remember ...
11. For all I know ...
12. First of all, to began with ...
13. The thing (problem, fact, point) is ...
14. On the one hand ..., on the other hand ...
15. Summing it up ..., on the whole (in short ...)
16. I can't but agree with the author that ...
17. I'd like to stress the point (the idea) that ...
18. As far as I am concerned I can add the following ...
19. I mean to say ...
20. But I'd like to say a few words in this connection ...
21. As far as I can see ...
22. More than that ...
23. Generally speaking ...

THE PROBLEMS raised in the article.

1. The author's treatment of the problem.
2. The author raises the problem of ...
3. Saying all these the author raises the problem ...

4. Treating the problem the author points out that .../ exposes / describes / considers that ...
5. The problem raised by the author is very serious / acute / pressing ...
6. The problem of the article is rather complicated / delicate ...
7. The article tackles the problem of ...
8. The problem of ... brought up by the author seems to be caused by ...
9. It seems to be very difficult to try to solve (address / tackle) this problem ...

COMMENTS (your treatment of the problem)

1. I'd like to share with you my ideas (point of view) about ...
2. I fully support the author's point of view ...
3. I agree with the author here ...
4. ... and developing further the author's idea, I'd like to ...
5. I disagree with the author and I'd like the reason it ...
6. In my commentary I'd like to dwell on / point out / emphasise / outline / analyze ...
7. What I'm getting at is ...
8. I share the author's opinion ...
9. I won't deny that ...
10. On the whole the author is right but ...
11. There are three points I want to make. Firstly, ... Secondly, ... Thirdly, ...
12. I fully (partly) (dis)agree with the author ...
13. In my opinion / I think, my sense (perspective) is that ...
14. I'd like to enlarge on the matter of ...
15. Let me dwell upon ...
16. I don't quite see (understand) why ...
17. For all I know (As far as I know) ...
18. Let me explain what I mean ...
19. Going into details I'd say that ...
20. Another thing that has crossed my mind is ...
21. From my point of view ...
22. I tend to favour ...

CONCLUSION (your opinion of the article)

1. In conclusion I'd like to say ...
2. In my opinion the article is informative / interesting / important
3. I found the article up-to-date / urgent / topical / dull /of no value / of no importance ...
4. I think highly of the depth of the analysis / of the author ...
5. The article turned out to be very informative ...
6. I have low remarks for the way the author tries to impose his opinion

<https://quizlet.com/ru/429476377/useful-phrases-for-rendering-articles-in-english-flash-cards/>

Section I

Unit 1

Exercise 4.

c) *Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.*

1. Most school systems *are* designed around a set *of* values *and* ideals that govern all educational choices in *that* system. *These* choices include curriculum, organizational models, design of *the* physical learning spaces (e.g. classrooms), student-teacher interactions, methods *of* assessment, class size, educational activities, *and* more.

2. Tertiary education *is* normally taken *to* include undergraduate *and* postgraduate education, as well *as* vocational education *and* training. Colleges *and* universities mainly provide tertiary education. Collectively, these *are* sometimes known as tertiary institutions. Individuals *who* complete tertiary education generally receive certificates, diplomas, *and* academic degrees.

3. In *the* United States, Canada, *and* Australia, primary and secondary education together *are* sometimes referred *to* as K-12 education, and ... New Zealand Year 1–13 *is*...used. *The* purpose of secondary education can be *to* give common knowledge, *to* prepare *for* higher education, *or* to train directly in *a* profession.

Secondary education *in* the United States *did* not emerge *until* 1910, with the rise *of* large corporations *and* advancing technology in factories, *which* required skilled workers. *In* order *to* meet *this* new job demand, high schools *were* created, with *a* curriculum focused *on* practical job skills that *would* better prepare students *for* white collar *or* skilled blue collar work. *This* proved beneficial for *both* employers and employees, *since* the improved human capital lowered costs *for* the employer, *while* skilled employees received higher wages.

Secondary education has *a* longer history *in* Europe, *where* grammar schools *or* academies date from *as* early *as* the 6th century, *in* the form of public schools, fee-paying schools, or charitable educational foundations, *which* themselves date even further back.

It spans the period *between* the typically universal compulsory, primary education *to* the optional, selective tertiary, "postsecondary", or "higher" education of ISCED 5 and 6 (e.g. university), and the ISCED 4 Further education or vocational school.

Depending *on* the system, schools for *this* period, or *a* part of it, may *be* called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. *The* exact meaning of any of *these* terms varies *from* one system *to* another. The exact boundary *between* primary and secondary education *also* varies from country to country and even *within* them but *is* generally around *the* seventh to *the* tenth year of schooling.

4. While considered "alternative" today, most alternative systems *have* existed since ancient times. After the public school system *was* widely developed beginning *in* the 19th century, *some* parents found reasons to *be* discontented *with* the new system. Alternative education developed in part *as* a reaction *to* perceived limitations and failings *of* traditional education. A broad range *of* educational approaches emerged, including alternative schools, self learning, homeschooling, *and* unschooling. Example alternative schools include Montessori schools, Waldorf schools (*or* Steiner schools), Friends schools, Sands School, Summerhill School, Walden's Path, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools, *and* open classroom schools. Charter schools *are* another example *of* alternative education, *which* have *in* the recent years grown *in* numbers *in the* US and gained greater importance in *its* public education system.

In time, some ideas from *these* experiments and paradigm challenges *may* be adopted as *a* norm in education, just *as* Friedrich Fröbel's approach *to* early childhood education in 19th-century Germany has *been* incorporated into contemporary kindergarten classrooms. Other

influential writers *and* thinkers *have* included *the* Swiss humanitarian Johann Heinrich Pestalozzi; *the* American transcendentalists Amos Bronson Alcott, Ralph Waldo Emerson, *and* Henry David Thoreau; *the* founders *of* progressive education, John Dewey *and* Francis Parker; and educational pioneers *such* as Maria Montessori *and* Rudolf Steiner, and more recently John Caldwell Holt, Paul Goodman, Frederick Mayer, George Dennison, *and* Ivan Illich.

5. In informal learning, *there* is often *a* reference person, a peer *or* expert, *to* guide the learner. *If* learners have a personal interest in *what* they are informally *being* taught, learners tend *to* expand *their* existing knowledge and conceive new ideas *about* the topic *being* learned. *For* example, *a* museum *is* traditionally considered an informal learning environment, as *there* is room for free choice, a diverse and potentially non-standardized range *of* topics, flexible structures, socially rich interaction, and no externally imposed assessments.

While informal learning often takes place outside educational establishments and *does* not follow a specified curriculum, it *can* also occur within educational settings *and* even during formal learning situations. Educators *can* structure *their* lessons to directly utilize *their* students informal learning skills *within* the education setting.

In the late 19th century, education *through* play began to *be* recognized as making *an* important contribution *to* child development. In *the* early 20th century, the concept *was* broadened *to* include young adults but the emphasis *was* on physical activities. L.P. Jacks, also *an* early proponent *of* lifelong learning, described education *through* recreation: "A master in the art of living draws no sharp distinction *between* his work and *his* play, *his* labour and *his* leisure, *his* mind and *his* body, *his* education and *his* recreation. He hardly knows *which* is which. He simply pursues his vision *of* excellence through whatever he *is* doing and leaves others *to* determine *whether* he is working or playing. To himself, he always seems to *be* doing both. Enough *for* him *that* he does it well." Education *through* recreation *is* the opportunity to learn in a seamless fashion through all *of* life's activities. The concept *has* been

revived *by* the University of Western Ontario *to* teach anatomy *to* medical students.

6. *Many* large university institutions *are* now starting *to* offer free *or* almost free full courses such *as* Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education *are* prestigious private universities *such* as Stanford, Princeton, Duke, Johns Hopkins, *the* University of Pennsylvania, and Caltech, *as* well *as* notable public universities including Tsinghua, Peking, Edinburgh, University *of* Michigan, and University *of* Virginia.

Open education *has* been called *the* biggest change in the way people learn *since* the printing press. Despite favourable studies *on* effectiveness, many people *may* still desire *to* choose traditional campus education for social *and* cultural reasons.

Many open universities *are* working *to* have the ability *to* offer students standardized testing and traditional degrees *and* credentials.

The conventional merit-system degree is currently *not* as common in open education as *it* is in campus universities, *although* some open universities do already offer conventional degrees such *as* the Open University in *the* United Kingdom. Presently, many *of* the major open education sources offer *their* own form of certificate. *Due* to the popularity of open education, *these* new kind of academic certificates ... gaining more respect *and* equal "academic value" to traditional degrees.

Out of 182 colleges surveyed *in* 2009 nearly half said tuition for online courses *was* higher *than* for campus-based ones.

A recent meta-analysis found *that* online and blended educational approaches *had* better outcomes *than* methods *that* used solely face-to-face interaction.

Section I

Unit 2

Exercise 4.

c) *Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.*

1. International agreements

The first World Conference on Early Childhood Care and Education took place *in* Moscow *from* 27 *to* 29 September 2010, jointly organized *by* UNESCO and the city *of* Moscow. The overarching goals of *the* conference *are* to:

- Reaffirm ECCE as a right *of* all children and as the basis *for* development
- Take stock *of* the progress *of* Member States towards achieving the EFA Goal 1
- Identify binding constraints *toward* making the intended equitable expansion *of* access *to* quality ECCE services
- Establish, *more* concretely, benchmarks *and* targets *for* the EFA Goal 1 *toward* 2015 and beyond
- Identify key enablers *that* should facilitate Member States *to* reach the established targets
- Promote global exchange *of* good practices

According *to* UNESCO, *a* preschool curriculum *is* one that delivers educational content through daily activities and furthers *a* child's physical, cognitive, *and* social development. Generally, preschool curricula *are* only recognized *by* governments if *they* are based *on* academic research and reviewed by peers.

Preschool for Child Rights *have* pioneered into preschool curricular areas and *is* contributing into child rights through *their* preschool curriculum.

2.

Curricula *in* early childhood care *and* education (ECCE) *is* the driving force behind *any* ECCE programme. *It* is 'an integral part *of* the

engine that, *together* with the energy and motivation *of* staff, provides the momentum *that* makes programmes live'. It follows therefore that *the* quality of *a* programme *is* greatly influenced *by* the quality of *its* curriculum. *In* early childhood, these may *be* programs *for* children *or* parents, including health and nutrition interventions and prenatal programs, *as well as* center-based programs *for* children.

Curricula *for* pre-school children have long *been* a hotbed *for* debate. Much of *this* revolves *around* content and pedagogy; the extent to which academic content *should* be included in *the* curriculum and whether formal instruction *or* child-initiated exploration, supported *by* adults, is *more* effective. Proponents *of* an academic curriculum *are* likely *to* favour a focus *on* basic skills, especially literacy *and* numeracy, and structured pre-determined activities *for* achieving related goals. Internationally, there *is* strong opposition *to* this type of early childhood care *and* education curriculum and defence of *a* broad-based curriculum *that* supports a child's overall development including health *and* physical development, emotional *and* spiritual well-being, social competence, intellectual development *and* communication skills. The type *of* document that emerges *from* this perspective *is* likely *to* be more open, offering *a* framework *which* teachers and parents *can* use *to* develop curricula specific to *their* contexts.

3. Orphan Education

A lack *of* education during the early childhood years *for* orphans *is* a worldwide concern. Orphans *are* at higher risk *of* "missing *out* on schooling, living *in* households *with* less food security, and suffering *from* anxiety and depression." Education *during* these years has the potential *to* improve a child's "food *and* nutrition, health care, social welfare, and protection." *This* crisis *is* especially prevalent *in* sub-saharan Africa which *has* been heavily impacted *by* the aids epidemic. UNICEF reports *that* "13.3 million children (0-17 years) worldwide *have* lost *one* or both parents to AIDS. *Nearly* 12 million of these children live *in* sub-Saharan Africa." Government policies such *as* The Free Basic Education Policy *have* worked to provide education *for* orphan children in *this* area, but *the* quality and inclusiveness of *this* policy *has* brought criticism.

4.

Winnetka Plan, widely imitated educational experiment in individualized ungraded learning, developed *in* 1919 *under* the leadership of Carleton Washburne in the elementary school system *of* Winnetka, Ill., U.S. *The* Winnetka Plan grew *out* of the reaction *of* many educators to the uniform grading system *that* held all children to *the* same rate *of* progress. Children participating *in* the Winnetka Plan might *be* working in several grades *at* once. The curriculum *was* set up *in* two sections: the common essentials, *which* was grade work divided *into* specific tasks to *be* learned *by* each child individually; and creative activities, *which* included art, literature, music appreciation, crafts, drama, and physical activities. *In* the common-essentials section of grade work, *a* pupil *could* move on *as* soon *as* the material had *been* mastered. *The* second section had *no* achievement standards: each pupil did *as* much or *as* little as *he* wished.

5. Origins

In an age *when* school *was* restricted *to* children who *had* already learned *to* read and write *at* home, there were many attempts *to* make school accessible *to* orphans *or* to the children *of* women *who* worked *in* factories.

In 1779, Johann Friedrich Oberlin *and* Louise Scheppler founded *in* Strassbourg an early establishment *for* caring for and educating pre-school children *whose* parents *were* absent *during* the day. At *about* the same time, *in* 1780, similar infant establishments *were* established *in* Bavaria. *In* 1802, Pauline zur Lippe established *a* preschool center *in* Detmold.

In 1816, Robert Owen, *a* philosopher *and* pedagogue, opened *the* first British and probably globally *the* first infant school *in* New Lanark, Scotland. In conjunction *with* his venture for cooperative mills Owen wanted the children to *be* given a good moral education so that they *would* be fit for work. *His* system *was* successful *in* producing obedient children *with* basic literacy *and* numeracy.

Samuel Wilderspin opened *his* first infant school *in* London *in* 1819, and went on *to* establish hundreds *more*. He published *many* works

on the subject, and *his* work became the model *for* infant schools *throughout* England and further afield. Play *was* an important part *of* Wilderspin's system *of* education. He *is* credited *with* inventing the playground. *In* 1823, Wilderspin published *On the Importance of Educating the Infant Poor*, based *on* the school. *He* began working *for* the Infant School Society the next year, informing others *about* his views. He *also* wrote "The Infant System, for developing the physical, intellectual, and moral powers of all children *from* one *to* seven years *of* age".

6. Pre-primary and primary education in England

In some areas *of* England *there* are nursery schools *for* children under 5 years *of* age. *Some* children *between* two and five receive education *in* nursery classes *or* in infants' classes *in* primary schools. *Many* children attend informal preschool play-groups organized *by* parents *in* private homes. Nursery schools *are* staffed *with* teachers *and* students in training. There *are* all kinds *of* toys *to* keep the children busy *from* 9 o'clock *in* the morning *till* 4 o'clock in *the* afternoon – *while* their parents are *at* work. *Here* the babies play, lunch *and* sleep. They *can* run about and play *in* safety *with* someone keeping *an* eye *on* them.

For day nurseries *which* remain open *all* the year *round* the parents pay *according* to their income. *The* local education authority's nurseries *are* free. *But* only about three children in 100 *can* go to them: there aren't *enough* places, and the waiting lists *are* rather long.

Most children start school *at* 5 in a primary school. A primary school *may* be divided *into* two parts – infants *and* juniors. *At* infants school reading, writing and arithmetic *are* taught *for* about 20 minutes *a* day *during* the first year, gradually increasing *to* about 2 hours *in* their last year. There *is* usually *no* written timetable. Much time *is* spent in modeling *from* clay *or* drawing, reading *or* singing. *By* the time children *are* ready *for* the junior school they will *be* able *to* read and write, do simple addition and subtraction *of* numbers.

At 7 children go on *from* the infant school *to* the junior school. *This* marks the transition *from* play *to* 'real work'. The children have set periods *of* arithmetic, reading and composition which *are* all Eleven-Plus subjects.

History, Geography, Nature Study, Art and Music, Physical Education, Swimming *are* also *on* the timetable.

Pupils *are* streamed, according *to* their ability *to* learn, *into* A, B, C and D streams. *The* least gifted *are* in the D stream. Formerly *towards* the end of *their* fourth year the pupils wrote their Eleven-Plus Examination. The hated 11 + examination *was* a selective procedure on which *not* only the pupils' future schooling *but* their future careers depended. The abolition *of* selection *at* Eleven-Plus Examination brought *to* life comprehensive schools *where* pupils *can* get secondary education.

Section I

Unit 3

Exercise 4.

c) *Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.*

What does 'inclusion' really mean?

There seems to **be** a lot of confusion *and* misinformation *about* what inclusion actually means. Inclusive education involves the full inclusion **of** all children. No children *are* segregated.

Supports *for* inclusion *are* embedded within everyday practices. If aides *are* employed they circulate *around* the classroom, or spend time assisting *the* teacher and making adaptations *to* materials, rather *than* being off in *a* corner with *one* particular child.

There are **no** separate areas *or* curricula **for** children *who* experience disability. All children *are* supported to *be* involved in **all** aspects of learning.

1. Common misunderstandings of inclusion

Common misunderstandings *of* inclusion relate *to* (incorrectly) considering integration and inclusion *to* be synonyms; viewing inclusion *as* simply the presence *of* a child who *is* labelled "disabled" *or* "different" *in* a mainstream setting; thinking that inclusion *is* only about *some* people

(instead of *about* everyone); and viewing inclusion *as* a process *of* assimilation.

The concept *of* inclusion *is* commonly misunderstood and viewed *as* a process *of* assimilation.

These misunderstandings *of* inclusion lead *to* macro *or* micro exclusion, which *is* sometimes mistaken *for* – or misappropriated as – inclusion. Macro exclusion *is* where *a* child *is* segregated into a separate classroom, unit, *or* school.

Micro exclusion is where, *for* example, a child *is* enrolled *in* a mainstream setting, but is segregated *into* a separate area *of* the classroom or school *for* all or part of *the* day; where *a* child *is* only permitted *to* attend for part *of* the day; present but *not* participating *in* the activities along *with* the other children in *the* setting; or present but viewed *as* a burden and not *an* equally valued member *of* the class *or* setting.

While the recent article *on* The Conversation claims *to* explore research *on* inclusive education, studies cited in *that* article explicitly represent examples *of* macro *or* micro exclusion. It *is* alarmingly common *in* research *and* practice for examples *of* exclusion (micro and macro) *to* be reported as being *about* inclusion.

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2. Special education and sports

Benefits

Many people *with* special needs *are* denied when *they* want *to* participate *in* a sport. In *the* U.S., the Office *for* Civil Rights ensures students *with* disabilities always have opportunities *to* participate *in* extracurricular athletics equal to other students. Special education students *can* benefit *from* sports *in* many ways. *For* example, studies show it boosts self confidence and improves *the* participant's skills *in* relationship building and working *as* part *of* a team.

Types of sports

Just about any sport *can* be altered *for* special education purposes. *Some* of the popular sports *are* swimming, wheel chair soccer, handball, gymnastics, *and* weightlifting.

Organizations & programs

Many competitive organizations *are* available *for* special needs student athletes. *For* example, the Special Olympics is *an* annual, world-wide competition held *for* children *with* disabilities that want *to* participate *in* sports. Other organizations include *the* Paralympic Games and Unified Sports, the latter which pairs participants *with* and *without* intellectual disabilities on the same team. Educational institutions can *also* promote Adapted Physical Education, *which* tailors sports for students *with* certain disabilities. Organizations like S.T.R.I.D.E. Adaptive Sports help educational institutions *in* providing opportunities *for* special education student athletes. Some of *these* sports might include wheelchair basketball *or* sledge hockey.

Some sports even have *their* own organizations. *For* example, in baseball athletes *can* participate *in* the Miracle League or Little League Challenger Division. Another organization, *that* soccer athletes can participate ... , is US Youth Soccer TOPSoccer or Just for Kicks.

Other sports which can *be* played or adapted include track & field, quad rugby, tennis, bowling, *and* skiing.

3. Meeting developmental milestones

Every child *is* unique, growing and developing at *his* or *her* own rate. Differences between children of the *same* age *are* usually nothing *to* worry *about*. However, for *one* child in 10, the differences can *be* related *to* a developmental delay. *The* sooner *these* delays *are* identified, the quicker children *may* be able *to* catch *up* to their peers.

Identifying *these* delays early is *also* important because *the* most critical time *for* brain development is before *the* age *of* three. The brain develops in *an* experience-dependent process. If certain experiences *are*

not triggered, the pathways in the brain relating *to* this experience will *not* be activated. *If* these pathways *are* not activated, they *will* be eliminated.

Recent discovery *has* also suggested that in some premature children the delays *do* not appear *until* the age of three, suggesting *that* all premature children receive Early Intervention Therapy rather than just those who appear *to* have developmental delays.

4. Special schools

A *special school is* a school catering for students *who* have special educational needs due *to* learning difficulties, physical disabilities *or* behavioral problems. Special schools may *be* specifically designed, staffed and resourced *to* provide appropriate special education *for* children *with* additional needs. Students attending special schools generally *do* not attend *any* classes *in* mainstream schools.

Special schools provide individualized education, addressing specific needs. Student to teacher ratios *are* kept low, often 6:1 *or* lower depending *upon* the needs of *the* children. Special schools *will* also have other facilities *for* children *with* special needs, such *as* soft play areas, sensory rooms, or swimming pools, which *are* necessary *for* treating students *with* certain conditions.

In recent times, places available in special schools *are* declining as more children *with* special needs *are* educated in mainstream schools.

However, *there* will always *be* some children, *whose* learning needs cannot *be* appropriately met in *a* regular classroom setting and *will* require specialized education and resources *to* provide the level *of* support they require. An example *of* a disability that may require *a* student to attend a special school *is* intellectual disability. However, *this* practice *is* often frowned upon by school districts in *the* US in the light of Least Restrictive Environment as mandated in the Individuals with Disabilities Education Act.

5. History of special schools

One of *the* first special schools *in* the world *was* the Institut National des Jeunes Aveugles *in* Paris, which *was* founded *in* 1784. *It* was *the* first

school in the world *to* teach blind students. *The* first school *in* the U.K. *for* the Deaf *was* established *in* 1760 *in* Edinburgh *by* Thomas Braidwood, with education for visually impaired people beginning in the Edinburgh and Bristol in 1765.

In *the* 19th century, people *with* disabilities and the inhumane conditions where *they* were supposedly housed and educated *were* addressed in *the* literature *of* Charles Dickens. Dickens characterized people *with* severe disabilities as having the same, if not more, compassion and insight in Bleak House and Little Dorrit.

Such attention *to* the downtrodden conditions *of* people *with* disabilities resulted *in* reforms in Europe including the re-evaluation *of* special schools. *In* the United States reform came more slowly. Throughout *the* mid half *of the* 20th century, special schools, termed institutions, were not *only* accepted, but encouraged. Students *with* disabilities *were* housed *with* people with mental illnesses, and they *were* not educated much, if *at* all.

CONCLUSION

Стремительный рост объёма информации предъявляет высокие требования к уровню информационной компетентности специалистов во всех сферах современного общества. Умение работать с литературой является одним из базовых умений, лежащих в основе профессиональной деятельности. Специалист любого профиля сегодня должен уметь обрабатывать большие объёмы профессиональной информации, в том числе и иноязычной. Цель информационной обработки текста – извлечение полезной и ценной информации по конкретной проблематике, передача содержания в более или менее подробной форме в зависимости от практической ценности информации, её дальнейшего использования.

Письменная форма коммуникации, навыки устного и письменного реферирования текстов на основе семантического анализа их структуры становятся всё более значимыми. Студенты пользуются коммуникативно-значимой письменной речью как в процессе обучения (при написании курсовых и дипломных работ, докладов, выступлений), так и в своей последующей профессиональной деятельности. С другой стороны, в вузовских программах увеличивается число часов на самостоятельную работу. Закономерно, что обучение студентов профессиональной письменной речи является одной из важных задач, в том числе и в преподавании иностранных языков.

Обучение реферированию в неязыковых вузах – целенаправленное, логическое завершение всего курса обучения, так как реферирование есть одна из высших форм практического владения языком. Умение извлекать основную информацию из иноязычного источника и интерпретировать ее в устной или письменной форме в

зависимости от профессиональных потребностей суть показатель профессиональной культуры специалиста и необходимое условие любой интеллектуальной деятельности как учебной, так и профессиональной. При реферировании вырабатывается привычка целенаправленной и грамотной работы с текстом.

Уровень владения иностранным языком, умение реферировать и письменно излагать основное содержание прочитанного в современном деловом мире определяют социальный статус человека, его базовое образование, а значит, уровень информированности, компетентности, способности к принятию обоснованных решений.

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CONTENT

INTRODUCTION	3
Section I. THE DEVELOPMENT OF WRITING SKILLS THROUGH THE SEMANTIC ANALYSIS OF THE TEXT	5
Unit 1. EDUCATION	5
Unit 2. EARLY CHILDHOOD EDUCATION	30
Unit 3. EXEPTIONAL CHILDREN	84
Section II. DEVELOPING SKILLS IN RENDERING TEXTS	120
Unit 1. IDENTIFYING THE TOPIC, MAIN IDEA(S), AND SUPPORTING DETAILS	120
Unit 2. SUMMARIZING	138
Unit 3. IDENTIFYING THE AUTHOR’S OPINION.....	176
Unit 4. GIVING YOUR OWN GROUNDED OPINION.....	188
Unit 5. PARAGRAPHING. LINKING IDEAS	217
APPENDICES	228
Appendix 1. HOW TO RENDER THE ARTICLE	228
Appendix 2. THE PLAN FOR RENDERING THE TEXT	232
Appendix 3. LINKING WORDS	233
Appendix 4. USEFUL PHRASES FOR RENDERING ARTICLES IN ENGLISH.....	238
Appendix 5. KEYS	241
CONCLUSION	254
BIBLIOGRAPHY	256

Учебное издание

ENGLISH FOR STUDENTS MAJORING IN PRE-SCHOOL EDUCATION

Учебное пособие по английскому языку для студентов-магистрантов очного
и заочного отделений неязыковых специальностей

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Издается в авторской редакции

Подписано в печать 02.06.21.
Формат 60×84/16. Усл. печ. л. 15,11. Тираж 50 экз.

Заказ

Издательство

Владимирского государственного университета
имени Александра Григорьевича и Николая Григорьевича Столетовых.
600000, Владимир, ул. Горького, 87.