

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХЕРСОНСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
ПЕДАГОГІЧНИЙ ФАКУЛЬТЕТ  
КАФЕДРА ТЕОРІЇ ТА МЕТОДИКИ ДОШКІЛЬНОЇ  
ТА ПОЧАТКОВОЇ ОСВІТИ**

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# **ІНОЗЕМНА МОВА**

**Навчально-методичний посібник  
з професійно-орієнтованого навчання читання  
студентів 1-2 курсів денної та заочної форм навчання  
Спеціальності : 013 Початкова освіта. 012 Дошкільна освіта**

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## ВСТУП

Метою навчання іноземної мови є оволодіння студентами та студентами-заочниками основами читання англійської мови, у процесі якого здійснюється освіта, виховання і розвиток мовної особистості. У навчально-методичному посібнику представлені завдання щодо формування умінь та навичок читання студентів на спеціальностях: «Початкова освіта», «Дошкільна освіта».

Головне завдання даного посібника щодо організації роботи з професійно-орієнтованого читання англійською мовою – створення навчального матеріалу для здійснення практичної та методичної підготовки студентів дошкільної та початкової освіти ХДУ.

Читацький ресурс із лінгводидактичної підготовки сучасного вчителя та вихователя призначений вирішувати основні лінгвістичні та методичні завдання, що виникають під час вивчення дисципліни «Іноземна мова».

Основна увага приділяється формуванню професійних компетентностей майбутніх фахівців дошкільної та початкової школи за рахунок удосконалення навичок їх самостійної роботи.

Навчально - методичний посібник щодо роботи над професійно-орієнтованим читанням студентів та студентів-заочників передбачає звернення уваги на повторення фонетичного, лексичного і граматичного матеріалу. Особливу увагу приділяється використанню термінологічних лексичних одиниць в англійських текстах.

У навчально-методичному посібнику, структурованому на шість розділів із текстами та словником, переліком питань для самостійної роботи, структурою написання есе, схемою анотації, граматичним довідником, контрольними вправами, вправами на переклад та використаною літературою, спостерігається спрямованість на перевірку сформованості знань студентів та студентів-заочників із лексики та граматики англійської мови. Автор запропонував цілий ряд складних текстів для розуміння фахової англійської мови.

Контрольні завдання з граматики та перекладу підводять студентів до повтору корективно-нормативного курсу, що тісно пов'язує теорію з практикою. Структура методичного посібника відповідає нормативам, щодо роботи під час вивчення дисципліни «Іноземна мова» на денній та заочній формах навчання.

Навчально-методичний посібник стане у пригоді студентам, студентам-заочникам педагогічного профілю підготовки, викладачам навчальних закладів різного рівня акредитації.

Усе вищезазначене дозволяє вважати даний посібник з «Іноземної мови» закінченою навчально-методичною роботою і рекомендувати його для подальшого впровадження в реальний освітній процес.

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## **I. Pedagogics**

### **I. The baby's problem**

#### **Text 1. Beddy-bye Time**

Beddy-bye time is a much more complicated situation. The children are excited about Dad's coming home. In some families, children wait for Dad to come home before they have their dinner; in others, children are fed dinner before Father comes home. Remember, you have the right to make important decisions. You may find it convenient to feed your children before your husband arrives home. You need not feel your guilty about this. Many parents tend to feel guilty about minor things. Psychologists have shown that these parents usually have had happy childhoods. They usually resent their parents and as a consequence have developed guilt feelings toward them. Their children in turn resent toward them. Their children in turn resent their guilt-ridden parents and developed their own guilt feelings. Yes, children, even tiny ones, can have great big guilt feelings.

Try to suppress these feelings.

Some children are a little stubborn, and it may be necessary for you to repeat in a cheerful, breezy, self-confident, firm, but not harsh, assured but not domineering, soft but audible voice, "It is beddy-bye time." Try to modulate your voice a little bit each time so that it may not be too monotonous. Some children will not respond if they are addressed in a monotonous tone. If, after this, he will not go to bed, you may have to drag him.

Naturally you expect your child to turn in when you want him to, but it is good for a child to feel that he can change his parent's mind once in a while. So you let him stay up a little longer on exceptional occasions.

#### **Notes**

To excite - забурити, збуджувати, спонукати

Convenient - зручний, комфортабельний, нагідний

Guilty - винний, винуватий, злочинний

Minor - другорядний предмет

To resent - ображатися, обурюватися

To suppress - забороняти

Harsh - жорсткий, різкий

Audible - виразний, чутний

Monotonous - монотонний, нудний, одноманітний

## **Text 2. Some Serious Thoughts about Sleep Problems**

Many parents will run into an infant's room the moment he whimpers. They are terribly afraid that something might happen. The result of their insecurity is to establish an unfortunate behaviour pattern in the child. The child awakens momentarily or has trouble falling asleep; he lets out a little cry and expects his mother or father to appear. Once he gets used to this, he will cry even harder if they do not appear. If this pattern has been established, it is worth letting the baby cry it out.

The neighbours may not be able to sleep for a few nights, but eventually you will. After all, it is not your fault that builders are allowed to put up such thin walls.

Older children may make all sorts of excuses to get mother or father to come into the room after they have been put to bed. It is best to try to handle this firmly. It is all right for the child to be up as long as he stays in bed. It is unwise to yield to his demands for water or this or that just as an excuse to get attention. Of course, if he awakens with a nightmare, as many children between the ages of one and three do, he needs comforting. Most parents can feel when a child is genuinely frightened and needs them, and they can recognize, too, the child who is trying to manipulate them.

In a sense, the child must learn to sleep in some conformity with the needs of the household. Sometimes it is painful to learn something, but that is the way life is.

Some parents think that a child needs more sleep than he actually does. We know that children's sleep needs vary greatly.

If your child will not go to sleep at seven when you want him to, you may find that he does not need that two-hour afternoon nap. Once out of that habit, it won't be long before he will sleep ten hours straight through.



There are some children who previously went to bed without fussing who, usually at about nine months of age, will suddenly start to scream and holler as soon as they are put to bed. With such a child, you have to make compromises. Sometimes you will have to sit by the bedside awhile, sometimes when older he will insist on a story being read, or sometimes he will insist on going to bed with a toy or doll. Most children have some kind of bedtime ritual. Honor it. If after a reasonable time, say about half an hour, you have made no progress, insist on leaving. He may cry and scream awhile but finally will go off to sleep. On the other hand there are children who, despite your best efforts, will not go to sleep, or if they do they will constantly reawaken.

### **Notes**

To whimper - пхикати, нявчати

Behaviour - вихованість, вчинки, манери

Eventually - зрештою, за певних обставин, в кінцевому рахунку

Unwise - нерозсудливий, нерозумний

To yield - виробляти, віддавати, зароджувати

Nightmare - відьма, жах, змора

Genuinely - непідробно, щиро

Conformity - відповідність, згідність, ортодоксальність

Household - господа, родина, хатнє господарство

To holler - гукати, кричати.

## **II. From the History of Education**

### **Text 1. Early Greek education**

The development of instructional method has not taken place independently. On the contrary, it has been extraordinarily dependent upon developments in other phases of education.

The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. As children grew older, they

imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Even after the development of writing, the method of instruction continued to depend upon imitation and memorization.

The educational method of imitation and memorization also pervaded early Greek education. During Homeric age and for a long time afterward the youth were set noble examples of great men to imitate. The method of instruction aimed to affect conduct. There was no divorce of word and deed. The young were constantly under the supervision of their elders. A young man was continually being directed or reminded that 'this is just and that is unjust'; 'this is honorable, that is dishonorable'; 'do this and don't do that'. And if he obeys, he is good; if not, he is punished.

It should be noted that flogging was given not only to punish but also, especially in Sparta, to teach endurance. Flogging was just another hardship like hunger, cold and eat. It was ideal training for a society, like Sparta, was constantly on a war footing.

### **Notes**

Instructional method – інструктивний метод

Imitation - імітація

Memorization – запам'ятовування

To pervade – поширюватися; проникати

Homeric - гомеричний

Were set noble examples – були встановлені благородні приклади

To affect - впливати

Conduct - поведінка

Supervision – переливання, спостерігання

Flogging – тілесне покарання

On a war footing – на війні

### **Text 2. Education of Roman Youth**

The Romans were no innovators in educational methods. They copied their educational method from the Greek. Roman boys were expected to memorize the law

of their people. Like the Greeks, Roman boys were set noble examples of manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue, as he often was a slave, but of their fathers. Thus a Roman youth was his father's frequent companion in camp and field. He learned the Roman virtues of fortitude, earnestness, honesty and pity not only by imitating the heroes of legend and history but also by observing these virtues in his father and his father's companions. Rome's great schoolmaster Quintilian (42—118) mentioned that the way of learning by precept was long and difficult but by example short and easy.

Later the education of Roman youth became more literary in character. More time was spent on grammar and effective speech. When they learned grammar they took up first the names of the letters; then the forms of the letters. After they had learned these, they passed to syllables and their changes and then to the parts of speech — nouns, verbs and connectives. After that they began to write and to read.

By the time the Greek or Roman youth had learned enough to begin the reading of some authors, another method of instruction was employed. Selected passages from these authors were analyzed and discussed. Analysis was divided into six parts. The teacher first was to give the selected passage an exact reading with particular regard to pronunciation, punctuation, and rhetorical expression. Then followed an explanation of any poetic figures of speech. The teacher commented on the author's choice of words and gave their etymology. Next he gave attention to the grammatical forms; employed and ended with a literary critique of the passage as a whole. Thus youth were taught to express themselves artistically.

### **Notes**

Were expected to memorize – очікувалося, що запам'ятовується

Manhood – зрілість, змужнілість

Virtue – чеснота, моральність

Fortitude - мужність

Quintilian – квінтіліан (кінтіліан)

By precept – за приписанням

With particular regard – з особливою повагою

### **Text 3. Erasmus, the Great Dutch Humanist**

Erasmus was born in 1466. He spent the first nine years of his life in a small Dutch town. His first contact with humanist thought was at the school run by the Brothers, where he was sent by his father to continue his studies. When he was thirteen his parents died and he was persuaded to enter a monastery. After his ordination, in 1492, he left the monastery and took a post as a secretary to a bishop. This was the beginning of his wandering. He had money problems mo his life, and only in 1495 did he fulfil his ambition to study at the University of Paris. He supported himself by tutoring wealthy men's sons. He was disillusioned by Paris but he met a number of prominent humanists there and began to publish his writings.

In his judgment, the explanation of the badness of the school of his day is to be found in the fact that teachers are generally poorly educated and lack the training necessary for their work. But how the evil is to be remedied - whether by the state or by private munificence - he could not decide.

Erasmus was considered to be the most learned man of his time in Europe. His industry and talent earned him the deepest respect not only in the world of learning but even among some of the mighty monarchs, the patrons of art and literature. An erudite and much travelled man, he was called a citizen of the world. The scope of his interests was very wide — he published Greek classics, translated into Latin, taught ancient languages and philology, studied Italian culture, wrote numerous scholarly works and treatises.

He journeyed to Italy where he studied ancient manuscripts. Then he went to England where he taught philology at Oxford. In England he became friends with Thomas More. Erasmus made trips to various places, but he preferred most of all his own tranquil study where, surrounded by numerous tomes, he worked with youthful zest. Still he couldn't be called a book-worm — letters arrived for him from all over Europe. His opinions and his authority were priceless in the ideological struggle. He wrote treatises and pamphlets which fought scholastics and dogmatism. Among the multitude of works there was his famous Praise of Folly, one of the greatest and amazing books which helped that struggle.

Erasmus had faith in the lofty mission of man. He was one of the most devoted champions of peace and condemned war and despotism as the heinous expressions of barbarity. He wrote that people founded and built cities, and the folly of monarchs ransacked them. He said egoism and greed were among the prime causes of war. To destruction and violence he counterpoised creative labor as a token of human prosperity.

### **Notes**

The brothers - браття

Ordination - висвячення

Bishop - єпископ

Did he fulfill his ambition? – Чи виконав він свої амбіції ?

How the evil is to be reminded – як має нагадувати зло

Erudite - ерудит

Tranquil - спокійний

Treatise – трактат

Zest – пікантність, родзинка

“Praise of Folle” – похвала безглуздя

Heinous – огидний, мерзенний, жахливий

Tome – том; книга

### **Text 4. John Amos Comenius**

*(1592-1670)*

John Amos Comenius was born in Moravia. After 4 years at a poor village school he went at the age of 15 to study Latin at the grammar school. This school was probably no worse than most schools of that kind, but Comenius was older than the other pupils and could realize the defects of the teaching. Boys in the splendid years of youth had to study languages without proper books, wasting their time in the memorizing of grammatical rules. At the age of twenty-two, after the University, he returned to his native place and became master of the school.

He wrote many works on education. His most outstanding achievement was his writing of the first textbook *The World in Pictures* to employ pictures as a teaching device. Here the beginner in Latin was helped to understand Latin words by having the printed words accompanied by pictures illustrating their meaning. *The World in Pictures* was a particular example of Comenius's conception of the teacher's method.

In his monumental *the Great Didactic* he laid down the general rule that everything should be taught by the medium of the senses. Comenius advised the teacher to start with the senses because they stand nearest to the child's present state of understanding. To begin with the senses is to go from the easy to the difficult. Therefore, after a sense impression the teacher may proceed to memorization, from memorization to comprehension, and then to judgment.

John Amos Comenius recognized the importance of Latin, but he refused to regard the learning of the classics as the central interest of educator. For him education meant the preparation for life not through languages but through all the facts about the universe to which languages opened the door. He saw that education was the right every man, not the privilege of the limited ruling class. He saw that not only the children of the rich, powerful, but all boys and girls, noble and ignoble, rich and poor in all cities, towns and villages should be sent to school. Instruction must be fitted to the child not the child to the instruction.

### **Notes**

Device – пристрій

To lay down – класти, покласти

Medium – середній

Sense – почуття

Comprehension - сучасність

Ignoble – підлий; ганебний

To fit – підходити

## **Text 5. Franfois Rabelais**

*(1490-1553)*

Francis Rabelais was one of the greatest humanists of the Renaissance, whose philosophical and satirical writings helped to fight scholastic and dogmatism. He had no personal experience of teaching but his acquaintance with Erasmus gave him a great interest in education, which showed itself in several chapters of the two great satirical books *Gargantua and Pantagruel*.

His general view of education had much in common with that of his humanistic friends, but it was humanism with a difference. The ideal society for him was a fellowship of human beings, enjoying perfect freedom. He considered the life of the people to be laid out not by laws or rules, but according to their will and free pleasure.

Rabelais did not realize that education which makes men free must be carried out in the spirit of freedom.

The young giant Gargantua did not learn at his pleasure, he was made to toil a lot at his studies. He rose at four, and while he was being washed a page of Scripture was read to him. He was made note the chief features of the morning sky and to compare them with what he had seen the night before. During his dressing the lessons the previous day were recapitulated. Then followed three hours of him - serious study, when he had to listen to some book being read to him.

After a short play in the field, during which lessons were discussed he got dinner some time about ten o'clock and still the instruction went on. Not only a book was read during the meal, but instructive comments were made on the bread, salt and the other articles on the table, and passages about them from the ancient authors were read and memorized. Then for three hours he practiced writing. In the afternoon he usually went to the riding school and spent some hours in all sorts of physical exercises; and on his way home he learned about plants and trees, and what was written about them by the ancients. On wet days he busied himself with carpentry, sculpture and other practical occupations. The evening was spent with music and

games and visits to travelers or men of learning. And finally before going to bed he was made to recapitulate everything learned in the course of the day.

This interpretation of Rabelais' scheme is given in the letter from Gargantua to his son Pantagruel in the earlier of the two books. Later Gargantua appears not as a foolish giant but as an enlightened monarch. He writes to his son: "It is my intention and desire that you should learn the languages perfectly: first Greek, Latin and then Arabic. I gave you some taste of geometry, arithmetic and music when you were a child of five or six. Go on with your learning of them and master the rest."

### **Notes**

Francois Rabelais – Франсуа Рабле

Much in common – багато загального

At his pleasure – на своє задоволення

To toil – тяжко працювати

To recapitulate – повторювати, перераховувати

The instruction went on – інструкція пішла

To master - освоювати

### **Text 6. Jean Jacques Rousseau**

Age-Grouping. Rousseau's principles of age-grouping, one of the most valuable of his contributions to the educational thought, is the central theme of the Emile. Starting with the principle that every age has a special character of its own, he divided the time of pupilage into four periods and tried to define their characteristic features. The first period is that of infancy; the second period is from two to twelve years of age; the third is the period of pre-adolescence lasting from twelve to fifteen; and the fourth — from fifteen to the time of marriage about twenty-five.

His principles of age-grouping and his educational scheme have the same merits and demerits. The deepest truth is the recognition of the significance of the adolescent changes for education; the deepest error is the exaggeration of the effects of these changes, and the separation of childhood from later life and the underestimate of the moral and intellectual powers of the child.



(a) Education begins at birth with the physical and social reactions caused by the child's bodily activity. In these first years nothing more is required than unconscious imitation.

(b) In childhood up to twelve, education should not be in the teaching of the ordinary school subjects (languages, geography, history, even fables). The only direct education is the training of the mind through physical activities. To learn to think they must exercise senses and organs, which are the instruments of intellect. All the learning must come by way of play.

(c) In the transition years from childhood to adolescence, a beginning can be made with the study of science. For this there are two starting-points: one from the boy's interest in the world around him (geography), the other from his interest in the sun (astronomy). The object is not to give him knowledge but the taste and capacity for acquiring it. Then goes the learning of the carpenter's craft, to stimulate the mind, and to make the boy independent any change of fortune.

(d) With adolescence the real education begins. The first lesson the youth has to learn at this stage is the control of the passions. At eighteen, he comes to the study of men as they appear in history. At twenty, he enters society, and learns the tact needed for social relations from great literature (especially the classics) and from the theatre. Then he meets the ideal woman, studies politics and finally marries. His education is at an end.

The first principle of natural education, as Rousseau understands it, is that sex should be taken into account in the upbringing of boys and girls. According to him, the nature of the two sexes is fundamentally different from the very beginning, and that makes necessary a corresponding difference in their education. The boy should be educated to be a complete human.

### **Notes**

Jean Jacques Rousseau – Жан Жак Руссо

Age-grouping – групування за віком

The period infancy – період дитинства

The period of pre-adolescence – період до підліткового віку

Adolescent - підліток

Exaggeration - перебільшення

To learn to think – навчитися думати

Capacity – ємність, місткість, обсяг

Fable - байка

To acquire - придбати

To take into account - врахувати

### **Text 7. Johann Heinrich Pestalozzi**

*(1746-1827)*

Johann Heinrich Pestalozzi the famous Swiss educator, was one of the greatest men in the educational history. With exceptions like Comenius textbook *The World in Pictures*, little or nothing had been done to show the teacher how to put the educational ideas into practical operation in the schoolroom. Progress along this line was the great contribution of Pestalozzi.

Pestalozzi was born in Zurich in Switzerland. His father died when he was five years old, and he owed his upbringing to his mother. This fact had a decisive influence on his character and his view of life. It led him to a higher appreciation of the part played by the mother and the life of the home in the early education of children. The next great influence came to him at the University of his native town, where he studied till the age of nineteen. Guided by teachers of revolutionary tempo he read Rousseau's work and compared the education which he had received at home, at school with that which Rousseau demanded for *Emile*.

His most important work was a didactic novel called *Lienhard and Gertrude*. The story was about the village life that Pestalozzi knew so well. Gertrude, a wise mother, keeps her children busy working and trains their minds and characters by her motherly talks about the circumstances of their lives. Her method of teaching is quite simple. She instructs them in arithmetic, for example, by making them count the steps across the room, the number of windows, etc. In the same way she leads them to distinguish 'long' and 'short', 'narrow' and 'wide', 'round' and 'angular', and

encourages them to observe all the things around them, such as the action of fire, water, air and smoke.

Pestalozzi was able to do much in the way of systematic education. He succeeded in creating a school after the pattern of the home, and tried many experiments. According to Pestalozzi the teacher has always to begin with sense impressions of the object of the lesson. Only after the time of these impressions the teacher should proceed to the naming of the object. Once named, the object had to be studied as to its form, could be discussed and compared. The essence of Pestalozzi's method is teaching everything through number, form and language.

Formerly the teacher had called children up to the desk one, two or three at a time to hear them recite their lessons. All this was changed in the classroom run according to Pestalozzian principles. There the teacher taught the whole group at once. Standing before them he framed his questions about the object.

One of his principles was to go from the simple to the complex. Thus children were introduced to reading by first learning their letters, next by putting letters together into syllables, then syllables into words, word into phrases, and finally words into phrases and sentence.

### **Notes**

To proceed – продовжувати, іти далі

Johann Heinrich Pestalozzi – Джон Генріх Песталоцці

Decisive – остаточний, вирішальний

Influence - вплив

Appreciation - оцінювання

Circumstances - обставини

### **Text 8. Kostyantyn Ushinsky**

Kostyantyn Dmytriyovich Ushinsky was born in 1824. Ushinsky studied foreign systems through second-hand sources. He spoke German and knew English, French, and Italian. He read books and reports on foreign education in all these languages, but he did not visit foreign schools. An opportunity for personal

inspection of foreign institutions was afforded him in 1862. During his last years Ushinsky lived abroad, visiting educational institutions in Switzerland, Germany, France, Belgium, and Italy, and could thus complete his comparative studies by observations on the spot.

His first impressions, after visiting Swiss institutions, were published in the Journal of the Ministry of Public Instruction in 1862 - 1863 in seven letters as "Pedagogical Travels in Switzerland." Ushinsky describes the historical development of Swiss education, drawing attention to Pestalozzi's influence on the reform of medieval scholasticism. Social change from the feudal rule to democratic government of the whole nation is a necessary condition of reform, according to Ushinsky. He visited elementary, secondary, and girls' schools, and teachers' seminaries and gave detailed accounts of the administration, organization, and curricula of these institutions.

Equal education of women finds open approval from Ushinsky. He writes that there are no causes which would result in a lower ability for science and teaching in a woman than in a man; it is a woman's character where concentration of attention, punctuality, patience, perseverance, love of order, tenderness, manners, taste and above all, the innate love of children are met with much oftener than in a man. All countries were given together, their merits and defects compared. His descriptions always included comparison with actual conditions in Russia.

Ushinsky says that before creating popular (narodnaya) schools, one should clearly work out the conception of the popular school, and this work has to be done not by one man in his study, not on paper only, but by the whole community of educators in a conflict of opinions and in practical efforts of realizing in life their ideas.

Ushinsky sees as the most important means of such pedagogical reforms the publication of new textbooks, the foundation of teachers' seminaries. He points out the necessity of mother tongue especially for elementary instruction.

### **Notes**

To afford – мати можливість, могти; надавати, давати

On the spot – на місці

Approval - підтвердження

Punctuality - пунктуальність

Patience – терпіння, терплячість

Innate – уроджений, природний

Merit - заслуга

In a conflict of opinions – конфлікт думок

### **III. The System of Education**

#### **Text 1. Preschool Establishments**

The creation of a state-wide system of education for preschool age children is one of the major achievements of our people.

The first kindergarten for working class children was created in 1918.

Today there is no city, district, large enterprise, or region that does not have its own nurseries and kindergartens. The people value the preschool establishments not merely because they are a place where one can leave a child while the mother is at work, but chiefly, for the educational goals they achieve, since the aim of these establishments is to see to the child's all-round development and education. There are many families in which the mothers do not work, but in which the children attend kindergartens anyway.

Great demands are made on the directors and teachers of pre-school establishments.

Much has been done for the development of preschool establishments in rural areas.

At present there are many nurseries, nursery schools and kindergartens in the rural areas of our country, attended by one million children. The educational system in the kindergartens is not a firmly established system.

It is being constantly improved in accordance with the latest scientific findings and the experience of the best establishments.

## Notes

Major – основна, головна

Merely – тільки, лише

Since – з якогось часу

Enterprise - підприємство

To value - оцінювати

Rural - сільський

Nursery – дитячий садок

Finding – знахідка, виявлення, відкриття

Experience - досвід

## Text 2. Enrolment and the School Day

In our country the school begins on September 1. Children who have turned six or seven are eligible for admission. For registration the parents must submit the child's birth certificate and a medical certificate.

September 1 is always a solemn occasion. Children come to school with flowers. The school principal and representatives of state and public organizations greet the pupils. Senior pupils take the 1st formers to their first lesson.

Those who have completed eight-year schools are enrolled in the 9th form of the secondary school. There are no entrance examinations. The elementary schools make up lists of pupils who have passed into the 4th form. And to enroll in the 9th form the pupil presents his 8-year school graduation certificate.

Usually classes are held in the first half of the day. The lessons are 45 minutes long followed by a 10-minute interval, with a 30-minute lunch break usually after the third lesson.

In the afternoon there are extracurricular activities that the pupils can take part in if they so desire. Teachers help the pupils to determine their interests. Teachers, parents and specialists from industrial and other enterprises and organizations run different circles, studios and clubs.

Prolonged day groups are organized for youngsters in the lower classes to be looked after while their parents are at work. They have their dinner, outdoor recreation, do their homework, play indoor games and read. First form pupils have an afternoon nap. Each age group has its own educator who is with them until 5 or 6 p.m. when most parents return home from work.

There are also boarding schools where pupils stay all week except for holidays and weekends.

Some schools have two shifts with a short interval in between to put the school rooms in order.

### **Notes**

To enroll – вносити до списку; реєструвати

To admit - допускати

Admission - дозвіл

To register - реєструвати

To submit - дозволяти

Certificate - сертифікат

Solemn - поодинокий

Half - половина

Circle - круг

Prolonged - подовжений

Recreation - місце відпочинку

An afternoon nap – післяобідній сон

Boarding school – пансіон, закритий навчальний

### **Text 3. The school and the family**

The school and the family combine their efforts to rear the growing generation.

The family is the first and principal educator for it gives the child its first insight into the world. The child begins schools with a certain amount of knowledge, habits, a definite character. Then the parents share their role of educators with the teacher.

In the family the child makes its first contacts with those dearest to him. Long before the child develops a conscious perception of the world he develops a certain attitude to his environment. It is not by chance that the family is considered the basis of the child's moral background. Family life has a tremendous impact on the development of the individual's fundamental qualities.

Basic forms of work with parents include parent education and school and class parents' meetings. Besides current school matters they deal with diverse aspects of upbringing and the pupils' home regime. The rearing of children is a civic responsibility, a duty to the people, to the country.

### **Notes**

Civic - цивільний

Amount - сума

Background - основа

Perception - сприйняття

Environment – навколишнє середовище

Impact - вплив

Diverse - різноманітність

Regime - режим

## **Text 4. Basic Tasks of Elementary Education**

*(1-3 forms)*

### **Native Language**

Basic tasks of elementary education (1 - 3 forms) - to give the pupils knowledge of reading, writing and elementary mathematics. The pupils acquire an elementary knowledge of the history of man and nature and have physical and manual training. Considerable attention is paid to helping the child to think logically and to cope with his studies.

Native language programmers cover grammar, reading and pen-man ship. Pupils get the rudiments of grammar and develop their ability to express themselves



in writing and orally. In non-Ukrainian schools the pupils have an option to study their native language. Nearly half the time is spent on studying the Ukrainian language.

At mathematics lessons pupils learn the four rules of arithmetic, how to measure time, length, weight, area and do fractions. Much time is spent on sums and mental arithmetic. The program also includes elements of geometry and algebra.

The elementary course in natural science acquaints the pupils with animated nature (plants, animals) and unanimated nature (land, water, atmosphere). They are also taught the rudiments of the geography of their country, the structure of the human body and hygiene. Much attention is paid to nature conservation. The pupils plant trees and flowers and take care of them.

Manual training, music, fine arts and physical culture lessons promote the all-round development of elementary school pupils. At manual training lessons children are taught to make things out of cardboard, paper and fabric. They learn the elements of technical modelling and how to make toys.

The music program helps the child to develop an ear for music and singing abilities.

At art lessons children learn to draw from nature, decorative art and get to know great painters and works of art. Drawing lessons are closely tied with reading and manual training lessons.

At physical educational lessons pupils do gymnastics and participate in field and track athletics. From the third class on they have acrobatics on apparatus, outdoor games and skiing. Children who are excused from physical culture lessons because of their health have therapeutic exercises.

In the elementary school the pupils have one teacher for all lessons. From the fourth form on each subject is taught by a special teacher.

## **Notes**

To cope with – справлятися з

Rudiments – рудименти

To measure – вимірювати

Weight – вага

Therapeutic – терапевтичний

### **Text 5. Teacher**

Successful solution of the complex tasks of the instruction and upbringing of young people depends to a great degree on the teacher, on his professional skill and cultural background.

The teacher in public education is a person in whom society has confidence, to whom it has entrusted its children, its hope and its future. This difficult profession demands of the person who has dedicated his life to it constant creativity and thought, love for children and boundless devotion to his cause.

An integral part of the reform of the public education system is substantial improvement of the training of the teaching personnel. Future teachers and educators should be given the most up-to-date knowledge and sound practical training. To achieve this, the curricula and syllabi of the teachers' training universities and schools should be revised and aligned with the requirements of life. It is necessary that the students at such universities study the fundamentals of modern production and methods of vocational guidance of pupils. It is also necessary to raise the level of their psychological and pedagogical training, to improve the organization and content of their teaching practice.

Additional measures should be taken to provide teachers' training universities with high-quality textbooks and teaching aids. It is necessary to fully meet the growing requirements of general schools, preschool and extra-mural establishments for teachers, educators and vocational training instructors, to promote higher education of vocational training instructors. It is also necessary to create conditions for the training of teachers and educators for the whole educational system only at institutes of higher learning and to select for enrollment only those young people who have a marked inclination for work with children.

The practice should be introduced in teachers' training universities on recommendations by the teachers' councils of general and vocational secondary schools, by work collectives and public education bodies.

It is necessary to further improve the system of in-service training of teachers, to expand and modernize institutes offering refresher courses for teachers, research and methodological centers, for raising teaching skills, for summing up advanced experience. It is advisable that every teacher should receive advanced training at least every four or five years. The teacher should be provided with all necessary conditions for constant self-education and advancement in his field. Measures should be taken to better provide the teachers with scientific literature, to improve their working and living conditions, to provide them with better medical service, to raise the salaries of teachers, educators, vocational training instructors, experts in teaching methods and other workers in public education.

### **Notes**

Upbringing – виховання

Up-to-date – сучасний

To instruct – інструктувати

Preschool establishment – заклад дошкільної освіти

Extra-mural establishment – заочні заклади

Instructor – інструктор

Inclination – відхилення

The system of in-service – система обслуговування

Training of teachers – підготовка вчителів

### **Text 6. Pedagogical Universities**

The pedagogical universities train teachers in all specialties for the school system (Ukrainian grammar and literature, various native languages and literature, history and social sciences, mathematics, physics, chemistry, biology, geography, foreign languages, physical culture, music and singing, drawing and mechanical

drawing, general technical subjects and the fundamentals of agricultural production). In many pedagogical universities teachers are trained not in one, but in two allied subjects, such as mathematics and physics, biology and chemistry, geography and biology, etc. The course of study is 5 years.

Students are enrolled after having passed their entrance examinations. Graduates receive diplomas and are eligible to teach either one or two subjects in a secondary school.

The curricula of the pedagogical universities, as of all other educational establishments in the country, consist of three major divisions of subjects: socio-political, the given major subjects and pedagogics.

The subjects studied in psychology and pedagogics are: an introduction to pedagogics, child physiology and school hygiene, the history of pedagogics, general psychology, school-age pedagogics, child and pedagogical psychology and the methodology of teaching the students' major subjects.

At present, in connection with the transition to universal secondary education and the introduction of the new curricula, the programmer schedules of the pedagogical schools are also being reviewed. Future teachers take an active part in various projects, they participate in expeditions (linguistic, historical, geographical and geological), they work in research laboratories and with archives.

There is a three-year post-graduate course of study at all major pedagogical universities. On completing the three years of study, the graduate student defends his thesis and is awarded the title of Candidate of Sciences. Graduate students may study in the day departments or by correspondence. Teachers on the staff of various universities who show a talent for research work and who are working on their doctorate theses are transferred to research posts and are relieved of their teaching duties.

This makes it possible for them to devote all their time to their theses. Specialists who have defended their theses in their fields in scientific institutes or other educational establishments are also eligible for staff positions at pedagogical

universities. Apart from the pedagogical universities, the Academy of Pedagogical Sciences of Ukraine also training specialists in the field of pedagogics.

There are correspondence departments at pedagogical universities. As a rule, the students of a correspondence department are teachers with an incomplete higher or secondary pedagogical education. Correspondence students receive a paid vacation above and beyond their regular, annual two-months' paid vacation in order to attend the sessions. Students from out-of-town have their travel expenses paid.

Some pedagogical universities have evening departments. Here the lectures, seminars and all practical work are held two or three times a week. The rector heads the pedagogical university. Each department is headed by its own dean. Staff vacancies for the positions of head of department, professor, assistant professor and senior lecturer are filled on the basis of a labor agreement.

### **Notes**

Physics - фізика

Biology - біологія

Chemistry - хімія

Geography - географія

Archives - архів

Thesis – наукова робота

To award - нагороджувати

Title - заголовок

Candidate - кандидат

Staff - склад

To devote - присвячувати

## **Text 7. Requirements**

### **Literature**

Children's literature of the future will be quite different from that of the past and that of the present. Their literature in the past consisted of a small number of literary 'classics' which were read first by parents to children, then were reread by the

children when they were able to cope with the vocabulary. Most of the content of these classics was assimilated by the children when they first heard the books read. Reading the books on the part of children became merely the mastery of word recognition and a review of content with which they were thoroughly familiar. Such a system for the introduction of literature exposed children to a literature of good quality but also made it a literature which lacked breadth and was basically repetitive and unstimulating.

The present literature for children consists of literary works which adults feel should be good children's literature. Children have reacted to this lack of good literature which really meets their needs by reading what is considered in most part poor literature; or by not reading anything. Materials suitable for children must be of good quality and must be well written at proper vocabulary level.

### **Manual Arts Program**

The objectives of the manual arts program will be identical for both boys and girls. They will be:

1. Learning to use simple hand tools effectively.
2. Learning the rudiments of simple home maintenance.

Learning to use simple hand tools effectively will be done by boys and girls and will be involved with the same projects, the completion of which will give them a working knowledge of simple hand tools. In addition to the project work which will be of relatively free choice, boys and girls will be given periodic explanations and practice in the rudiments and principles of simple home maintenance. Tasks such as repairing electric outlets, putting washers in faucets and repairing slightly damaged furniture and such other repair type tasks which constantly arise in the typical home will be explained and assigned to each child and the inclusion of domestic science training for the girls. At the ninth grade level girls and boys will exchange shop and home economics periods for nine weeks per year and will continue to do through the tenth grade. This program will tend to educate students toward making a real contribution to family living and real cooperation at a family level.

## **Motivation**

Helping children to want to learn is a relatively new idea in the history of education. It is one of the most profound contributions to education made by the progressive movements.

The insight into human personality and into human motives has increased tremendously since the beginning of this century. Its practical application in school situations has also made tremendous strides. The weakest strain of logic in the movement was fostered by those who did not understand the process whereby good motivation was fostered. This group assumed that good motivation meant teaching children only what they wanted to learn. This was true, but minimal. It has been demonstrated that children can be motivated to learn in areas in which they have no innate or natural interest under the guidance of good teachers.

The area of motivation, therefore, has shifted from teaching children what they should know without motivating them to teaching them only what they want to know.

The school of the future, through good teachers who present learning materials interestingly and effectively, will help children to want to learn about the things which they should learn if they are to be successful in our culture.

## **Musical Organizations**

For those children who have better than average musical talents and training, elective membership in musical organizations, both vocal and instrumental, will be available. These organizations will increase the importance of audience reaction and quality of performance and will strive for proficient execution within the framework of the capacities training of the students.

## **Play**

Human beings need a longer period of early play than does any other animal.

Play falls into two categories, free and organized. Young children prefer free play wherein they dictate the form and content of the play activities. Such play is usually imaginative and through it children give vent to many of their feelings. Very young children prefer to play alone. As they grow they feel the necessity to play with others maintaining, however, the free type of play. Following this social type of free

play children begin to need organization or rules in their play, hence they move on to games which most children play such as hide-and-seeK, hopscotch and tag. This stage is followed by the need for continued social games at a group versus group level which is characteristic of most adult group games. Such games contain the element of competition within the group and group versus group competition. This type of play helps the individual to learn group action and the relation of one's ego to it, and helps the individual to see the group with which he is cooperating both win and lose. Such group competition fill a universal need toward the development of a full personality which is prepared to cope understanding^ with the problems of a complex culture emphasizing group living.

### **Notes**

To cope - справлятися

Content - зміст

Thoroughly - ретельно

Familiar - схожий

Breadth - ширина

Media - медіа

Manual - ручний

Rudiments - рудименти

Inclusion - включення

Vocal - голосовий

## **Text 8. School Grounds**

### **Grounds and Buildings**

The school grounds of the future will be spacious with three hundred and fifty square feet of area per child.

The planted area of shrubs, trees will surround the school building and its purpose will be to enhance the beauty of the building. These plants will be in most part evergreen. This area will be only a small portion of the general playground area. The turf area of the playground will be the largest area. It will be used for free play



and most organized games when weather permits. Different segments of this area will be delineated by tree and shrub lines. There will be large shade trees in the free play area. The specialized play area will be set aside for certain types of play and will be surfaced for all- weather use. The playground equipment will include: two large slides, a number of swings, two jungle gyms, two large sandboxes and much informal play equipment which can be used in a free dramatic play. The entire playground area will be enclosed by a heavy wire fence and will be supervised at all times that children are at play. School architecture has now reached a point wherein it is meeting the needs of small children. The buildings of the future will be simple and functional from an architectural point of view. Most of them will be single story structures, excepting in those areas where real estate and building costs are very high and in those locations where winters are long and severe.

Schools of the past have been built for a long term amortization in terms of use. The modern school building is built for function and pleasure of use. It is to be used by children during the school day, by their parents at night, and by the community during times when the children are not there. Such use tends to cut down the period of amortization and will in the future cut down on the number of schools which are obsolete and unfunctional. The construction of the school of the future will be sturdy but inexpensive. The school of the future will be constructed from a basic steel and concrete block plan. Brick work will be veneer only. The concrete block inner walls will be covered with a light coat of colored cement.

Windows will be metal, as will be all doors and other trim. Roofs will be permanent and fireproof. Floors will be made of concrete and will house the pipes for radiant heating. They will be covered with long-wearing tiles. Ceilings will be finished by having sound-proofing materials fastened directly to the supporting joists.

### **Art Room**

The art room will be a functional room with running water and much storage space for smocks and materials. The materials will vary a great deal. They will include paper, paste, crayons, clay, paints and finger paints. The room will have

much display space. The general theme of the room will be informality with many artistic materials constantly ready for children to use.

## **Bathrooms**

Bathrooms will be attractively painted and furnished. The sizes of toilets and urinals will be adjusted to the age of the groups using them. There will be one toilet and basin for every twenty children using the bathroom in any given twenty-minute period of the day.

### **Теми самостійної роботи (1 курс)**

#### **Тема 1. Early Greek Education**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

#### **Тема 2. Education of Roman Youth**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

### **Тема 3. John Amos Comenius**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

### **Тема 4. Johann Heinrich Pestalozzi**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

### **Тема 5. Kostiantin Ushinskiy**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org
3. Longman-elt.com

### **Теми самостійної роботи (2 курс)**

#### **Тема 1. Preschool establishments**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org
3. Longman-elt.com
4. Cambridge.org/elt/inuse

#### **Тема 2. Enrolment and the School Day**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

### **Тема 3. The school and the family**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

### **Тема 4. Basic Tasks of Elementary Education**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org

### **Тема 5. Pedagogical universities**

Завдання для самостійної роботи:

1. Read the text.
2. Translate the text.
3. Study the notes to the text.
4. Retell the text.

Література:

1. Мансі Є.О., Гончарова Т.В. Literature and Pedagogic (Література і педагогіка). – К.: Арій, 2008. – 112с.
2. Dictionary.cambridge.org
3. Longman-elt.com

## **VI. Music**

### **Text1. W. A. Mozart**

Wolfgang Amadeus Mozart (1756-1791) is an Austrian composer, born in Salzburg. Mozart represents one of the great peaks in the history of music. His works combine luminous beauty of sound with classical grace and technical perfection. A remarkable prodigy, he was taught to play the harpsichord, violin, and organ by his father and began composing before he was five. When Mozart was six, he and his older sister, Marianne, were presented by their father in concerts at the court of the Empress Maria Theresa in Vienna and in the principal aristocratic households of central Europe, Paris, and London. His progress as a composer was amazing; by the age of 13 he had written concertos, sonatas, symphonies. During a tour in Italy (1768-1771) he absorbed Italian style, received great acclaim for his concerts in Rome and other major cities.

In 1771 he was appointed concertmaster to the archbishop of Salzburg; however, he was dissatisfied with his position and after six years he went on tour in search of a better post. He travelled with his mother, visiting numerous cities, including Munich, Mannheim and Paris. Despite the successful performance in Paris of his Symphony in D (1778), known as the Paris Symphony, Mozart did not receive much attention there. After resuming his post at Salzburg in 1779, he composed *Idomeneo* (1781) for the Bavarian court. One of the best examples of 18th-century opera seria, it marks the first opera of Mozart's maturity. In the year of its production he resigned from the archbishop's service and moved to Vienna, where in 1782 he married Constanze Weber.

Financial difficulties beset him almost immediately, since he was unable to secure a suitable position and had to earn his living by teaching and giving public concerts. In Vienna, Mozart met Haydn, and the two developed a long and warm friendship that benefited the work of each. Mozart's six string quartets dedicated to Haydn are testimony of his influence. *The Abduction from the Seraglio*, 1782, brought Mozart some success. The Viennese court opera, however, was dominated by Italian tradition, and in his next operas Mozart turned to the style of the Italian opera;

he created the comic masterpiece *The Marriage of Figaro*, 1786, which made a sensation in Prague. Although it has come to be regarded as one of the most brilliant operas ever written, it was considered rather difficult by his public, which preferred his more frivolous works.

An example of the elegant pieces written for social occasions is the serenade for strings, *Eine Kleine Nachtmusik* (1787). In the space of three months in 1788 Mozart composed his last three symphonies-No. 39 in E Flat, No. 40 in G Minor, and No. 41 in C, called the *Jupiter Symphony*. Returning to Vienna, Mozart composed his clarinet quintet (1789) and last piano concerto, the *Piano Concerto in B Flat* (1791). In 1791 he wrote *The Magic Flute*. Mozart worked feverishly on the requiem, with the foreboding that it would commemorate his own death. He died at the age of 35 without finishing it; the work was completed by pupil Franz Sussmayr.

Mozart's father, Leopold Mozart, 1719-1787, besides being the teacher and promoter of his famous son, was a capable composer.

### Notes

#### Notes

Mozart – Моцарт

luminous – блискучий

prodigy – здібна людина

empress – імператриця

D – нота «ре»

to resign – піти у відставку

to beset – обсідати; оточувати

testimony – доказ, свідоцтво

abduction – викрадення

frivolous – легковажний

E Flat – мі бемоль

G Minor – соль мінор

C – нота «до»

clarinet – кларнет

B Flat – сі бемоль

feverishly – збуджено

foreboding – передчуття

to commemorate – ознаменувати

## **Text 2. L. Beethoven**

Ludwig van Beethoven (1770-1827) is a German composer. He is universally recognized as one of the greatest composers who ever lived. Beethoven's work crowned the classical period and also effectively initiated the romantic era in music. He is one of the few artists who genuinely may be considered revolutionary. Born in Bonn, Beethoven showed remarkable talent at an early age. His father, a court musician, subjected him to a brutal regimen, hoping to exploit him as a child prodigy. While this plan did not succeed, young Beethoven's gifts were recognized by his teachers and by members of the local aristocracy.

In 1787, Beethoven first visited Vienna, at that time the centre of the music world. There he performed for Mozart, whom he greatly impressed. In 1792, Haydn invited him to become his student, and Beethoven returned to Vienna, where he was to remain permanently. However, Beethoven's unorthodox musical ideas offended the old master, and the lessons were terminated. Beethoven studied with several other eminent teachers, including Antonio Salieri. Both his piano virtuosity and his remarkable compositions won him favour among the enlightened aristocracy congregated at Vienna, and he enjoyed their generous support throughout his life. His work itself was widely accepted, and from the end of the 1790s Beethoven was not dependent on patronage for his income.

The year 1801 marked the onset of Beethoven's tragic affliction, his deafness, which became progressively worse and, by 1817, total. Public performance eventually became impossible; but his creative work was not restricted. Beethoven never married; however, he was stormily in and out of love all his life, always with women unattainable because of marriage or station. His personal life was further



complicated when he was made the guardian of his nephew Karl, who caused him much anxiety and grief but to whom he nevertheless remained fondly attached.

Beethoven's work may be divided into three fairly distinct periods. The works of the first period include the First (1800) and Second (1802) Symphonies; the first three piano concertos (1795-1800); the first group of string quartets (1800); and a number of piano sonatas, among them the Pathétique (1798) and the Moonlight Sonata (1801). The works of Beethoven's middle period, his most productive, include the Piano Concertos No. 4 and No. 5; the Razumovsky Quartets; his Ninth Sonata for violin, the Kreutzer Sonata and his one Violin Concerto; the Fourth through Eighth Symphonies (1806-1812); a number of piano sonatas, among them the Waldstein and the Appassionata.

His sole opera, Fidelio, was produced in its first version in 1805 and in its final form in 1814, Beethoven wrote four overtures for the opera, three of them known as the Leonore Overture. He also composed overtures; sonatas for violin and piano and for cello and piano; string and piano trios; music for wind instruments; over 200 songs, a number of shorter orchestral works and several choral pieces.

Beethoven died after a long illness. His influence on subsequent composers was immeasurable.

### **Notes**

to initiate - починати

era - ера, епоха

genuinely - щиро

### **Text 3. Richard Strauss**

R. Strauss (1864-1949) is a German composer. Strauss was a leading composer of romantic opera in the early 20th century. Son of a celebrated horn player, he had extensive musical instruction and began composing as a child of six. His first major work, the symphony in D minor, was first performed in 1880. Strauss's early works, in classical forms, brought him instant acclaim. He succeeded as conductor at Meiningen and later as conductor of the Berlin Philharmonic concerts. His friendship with the poet Alexander Ritter influenced him to adopt the

romantic aesthetic philosophy and style of Liszt and Wagner. A group of songs, the symphonic fantasy *Aus Italien*, and the symphonic poems *Don Juan* and *Death and Transfiguration* were the first works composed in his new romantic manner.

These and the works that followed established him as a master of highly original and richly orchestrated program music. These works including *Don Quixote*, a tone poem in the form of variations with a cello solo; and *A Hero's Life* – were violently lauded as the very essence of musical modernism. Strauss gained wide renown for his operas including *Salomé*, after Oscar Wilde's play; the brilliantly dramatic *Electra* (1909); the delightful comedy *Der Rosenkavalier* (1911); *Ariadne auf Naxos* (1912); and *Die Frau ohne Schatten* (1919). From 1919 until 1924 Strauss was co-director of the Vienna State Opera. During this period he made extended tours abroad, including his second one to the United States (1922). Strauss served briefly as head of musical affairs under the Nazis; he was officially exonerated of collaboration in 1948.

### **Notes**

horn - ріжок

acclaim - схвалення

to laud - хвалити

renown - слава

to exonerate - реабілітувати

extended - продовжений

collaboration - співробітництво

### **Text 4. Antonio Vivaldi**

A. Vivaldi (1675-1741) is an Italian composer. He was the greatest master of Italian baroque, particularly of violin music and the concerto grosso. Vivaldi received his early training from his father a violinist at St. Mark's, Venice, and later studied with Giovanni Legrenzi. Ordained a priest in 1703, Vivaldi spent most of his life after 1709 in Venice, teaching and playing the violin and writing music for the Pietà, one of Venice's four music conservatories for orphaned girls. Although he produced quantities of vocal music (including 46 operas), he is remembered chiefly for his

instrumental music known as *The Four Seasons*; and 447 concertos for violin and other instruments. Vivaldi's style is characterized by driving rhythm, clarity, and lyrical melody. He helped standardize the three-movement concerto form later used by J.S. Bach and others. Vivaldi's brilliant allegros and impassioned slow movements were greatly admired by Bach, who arranged 10 of the solo concertos for other instruments. After Vivaldi's death his music was forgotten, but in the early 20th century his works were rediscovered.

## Notes

to ordain – посвячувати в духовний сан

clarity – ясність

to standardize – стандартизувати

impassioned – пристрасний, палкий

concerto – концерт (музична форма)

## Text 5. Frederic Chopin

Frederic Chopin (1810-1849) is a Polish composer who created works which shine like beacons in the history of world music.

Soon after the liberation of Poland from fascism, the film *Warsaw* was produced in the country. The episodes in which the ruins of the great city are shown are accompanied by the music of Chopin's *Prelude in C-minor*.

It is clear that the directors of the film had a sensitive understanding of Chopin's *20th Prelude* and knew that it expressed a nation's sorrow as only a genius could. Such, indeed, was the idea of the composer.

In his music Chopin defended and asserted the immortality of a nation. He filled his music with truly revolutionary meaning, because it was based on the ideas of liberation which are expressed in the musical image of a people fighting for the right to independence.

Chopin was one of the greatest composers in history who were also thinkers. He read a great deal and knew very well Polish and foreign literature, was acquainted

with the latest discoveries of science and technology and followed the political life of the world.

Just as the traditions laid down by Glinka determined the development of Russian classical music, Chopin's tradition marked the beginning of the classical flowering of Polish music. In fact it maintains this importance up to the present day.

His personality as a man and a composer is becoming more and more distinct. Chopin appears no longer as the fragile favourite of the Paris salons, no longer as a musician who mainly wrote intimate lyrical music, but as a courageous hero in the titanic struggle of the Polish people for their national ideals.

### **Notes**

Beacon – маяк

Warsaw – Варшава

Sorrow – горе

as only a genius – як тільки геній міг

to assert – твердити, заявляти

execution – виконання

lofty – піднесення

fragile – слабкий, крихкий

courageous – відважний, мужній

### **Text 6. Mykola Lysenko**

M. Lysenko (1842-1912) was born in the village of Hryriky (Poltava province) in the family of a small landowner. At the age of five he began to study music.

At the age of 25 Lysenko went to Leipzig to develop his apparent aptitude. There he studied pianoforte and composition for two years. Back in Kyiv he eagerly worked as a composer and a teacher of music. In 1874-1876 Lysenko studied orchestration under Rimsky-Korsakov in Petersburg. He made acquaintance with Moussorgsky, Borodin and Stasov. He returned to Kyiv in 1876 and continued to collect, arrange and publish a great number of folk songs (altogether about 300). He

wrote operas "Christmas Night", "Drowned Girl", "Taras Bulba" and "Aeneid", the operetta "Black Sea Sailors" and the children's operas "Koza-Dereza" and "Winter and Spring". He also wrote a large cycle of musical works to texts by T. Shevchenko and the choral works.

The choir activities of M.Lysenko, which continued during almost his entire musical career, played an important part in the history of Ukrainian choral culture. He conducted the students' choir of the Kyiv University.

The most consistent followers of the traditions set by M.Lysenko were the composers Stetsenko, Stepoviy and Leontovych.

Many famous Russian composers, such as M.Glinka, P.Tchaikovsky, M. Moussorgsky, wrote music on Ukrainian themes. Lysenko wrote romances and songs to words by I.Franko, L.Ukrainka and others. He was the founder of the instrumental forms of Ukrainian music (trios and quartets for strings; the first movement of a symphony; two rhapsodies, a suite, a sonata, etc.)

### **Notes**

landowner – землевласник

apparent – явний, очевидний

aptitude – здібність; схильність

entire – весь, цілий

trio – тріо

suite – сюїта

## **V. Defectology**

### **Text 1. Special Education**

A new stage in the system of education of the younger generation has been opened in our country.

New radical changes were introduced in the education of intellectual backward pupils, deaf and dumb children and blind children.

From the very first days of its existence the government paid much attention to the education and upbringing of intellectually backward children, deaf and dumb

children and blind children. Many special schools were opened and the teaching at these schools is free of charge.

Among children of school age there is a limited group which cannot be taught in general, common school; this group includes deaf- mutes, the blind and intellectually backward pupils.

Various special schools for the education of intellectually back ward children, the blind and the partially sighted, with the speech defects are provided. These children cannot follow the regular school program because of their handicaps but they can profit by a restricted and adjusted program. Among these are auxiliary schools for the children intellectually backward.

In fact the intellectually backward child cannot grasp even the simplest connection and relations between objects and phenomena without the teacher's help. The experience has shown that with the creation of certain educational conditions, these children can acquire elementary skills laid down in a special program. In addition they have vocational education, that is, they are taught sewing, knitting, carpentry, metal work, bookbinding and so on. Practical education in agriculture is successfully carried out during the final years in a number of auxiliary schools. In order to prepare pupils for later vocational education, the first classes have handwork lessons, practical activities in the living-nature corner or the school's experimental garden, and take part in excursions. In the classes for older children (5-8) the pupils are taught elementary systematic knowledge and skills: their native language, natural sciences, mathematics, geography and one or other vocational subject. In order to correct defects in physical developments the pupils of the auxiliary schools undergo a system of training in rhythmic, curative gymnastics and physical culture.

### **Notes**

Intellectually – розумово

backward pupils – відсталі діти

deaf and dumb – глухоніми

born deaf children – діти, народжені глухими

adult – дорослий

in accordance – згідно з

preschool and out-of-school – дошкільне та позашкільне навчання  
education

physical handicapped children – діти з фізичними вадами

blind – сліпий

to grasp – зрозуміти

handwork – ручна робота

hearing – слух

## **Text 2. Preparation and Supply of Defectologists**

In our country the dominant professional personnel in mental retardation are defectologists, a general term including all educators of handicapped children. Defectologists (or special educators) are trained in departments of defectology at pedagogical universities. They complete a five-year undergraduate training program specializing in teaching the retarded. The Institutes of Defectology cooperate with local school system and work closely with a few specifically designated internats. In the first year of training at the pedagogical university, the students take a heavy load in human anatomy and physiology including special emphasis on the central nervous system. In the second year they take introductory courses in professional education and continue their general education. During the third year they begin their specialized course work for teaching the mentally retarded and start to participate in student teaching. They have to do some observation in an internat (during the first and second years). During their fourth and fifth years, they continue to take both general and specialized course work as well as continue their practicum. At this stage, they are able to do student teaching more independently. Defectology students receive 50% higher stipends than college students generally. Upon graduation, defectologists get at least 25 % higher salaries than regular teachers. They even get extra pay for correcting papers and for working at summer camps.

## Notes

mentally retarded – розумово відсталий

to take a heavy load – брати основний тягар

to be in charge of – відповідати

curriculum – навчальний план

nervous – нервовий

emphasis – значення

guidance – керівництво

### Text 3. Departments of Defectology

Departments of Defectology are part of the Academy of Pedagogical Sciences and established to train teachers and conduct research on various problems concerned with the education of the blind, the mentally retarded, the deaf and the speech defective, as well as on various features of physical characteristics of normal children. There are doctors, physiologists, educators and methodologists attached to the department.

Departments of Defectology have the responsibility of establishing special schools for the Ministry of Education and for planning their curricula. They prepare special material and texts for handicapped and for their parents. Each department of the deaf has the following divisions: theory of teaching the deaf; theory of teaching the partially deaf; phonetic and acoustic laboratory; psychology of the deaf and experimental teaching laboratory.

Various departments receive problems from the Ministry of Education and work out solution in cooperation with teachers at schools. In addition teachers are expected to participate in some of 'scientific research. When a specific solution to a problem is recommended to the Ministry of Education by the Department, it is generally adopted by the Ministry for all schools and becomes a required method. A high degree of cooperation exists among the Ministry, the Department and the schools.

Children with disabilities are generally discovered at an early age. During the child's first year, a special course in methods of bringing up a handicapped child is



given to the parents. Later special seminar meetings are held regularly at the special schools for parents. For children aged from one to three there are special nurseries for the deaf; for those of ages three to seven there are special kindergartens.

At about age seven the future course of the child's education is decided by a committee of doctors, neuropsychologists, pediatrician, teachers and speech pathologists. Depending on the child's speech and mental development, he is sent to one of the special elementary schools. Only those children considered to be ready for the demands of normal education are allowed to enter the first grade at age seven; otherwise until the child is considered to be ready, he may be retarded in the special kindergarten for a year or more in a special class at the elementary school. The special elementary school may be a day or boarding school. It may have an incomplete seven- year or a complete ten-year program of studies to be completed in twelve years.

A combination of different methods is widely used to overcome the handicap of deafness. They are speech, lip-reading, finger-spelling, 'natural' signs, the use of residual hearing.

### **Notes**

to complete research on – проводити дослідження

a required teaching method- методичний прийом

aged one to three – у віці від одного до трьох

residual hearing – незначний слух

finger-spelling – дактильний метод

partially deaf – частково глухий

acoustic – слуховий

boarding-school – школа-інтернат

to overcome – побороти

speech pathologist – логопед

lip-reading – читання по губах

sign – знак

elementary – елементарний

## **Text 4. Education of the Deaf**

There are special schools for the following categories, such as: deaf mute; mentally retarded deaf mute; congenital hard of hearing who can speak clearly; hard of hearing who have speech difficulties and children who have become deaf or hard hearing. While these categories of deafness are recognized for practical purposes in setting up the special program for the deaf, three or four general classifications are used:

1. Children who are born deaf or acquire deafness before age three and have no usual speech are placed in special schools for the deaf where they complete the normal seven-year curriculum in twelve years.
2. Children who have become deaf after age three and have defective speech are also placed in special schools where they complete the prescribed seven-year curriculum in ten years.
3. Children who are very hard of hearing and have defective speech are placed in special schools where they complete the first four years of the normal curriculum in seven years.
4. Children who are hard of hearing but have good speech are placed in special schools where they complete the normal ten-year curriculum in twelve years. Graduates of the ten-year curriculum have the right to complete institutions of higher education.

### **Notes**

congenital hard of hearing – природжена глухота

to acquire deafness – втрачати слух

curriculum – програма

residual hearing – незначний слух

to retard – затримувати

speech habits – мовні звички

## **Text 5. Diagnostic Teaching - the Teacher's New Role**

As deaf children grew from infancy to adulthood, teachers must absorb the best ideas of current educational thinking and know each deaf far better than ever before.

As a professionally trained specialist a teacher has more opportunity than a doctor, therapist or technician to really know the child. He observes and lives with him for hours each school day; he works and plays; he watches and helps him.

Master teachers of the deaf have never been satisfied merely with academic grades and text-book knowledge. The deaf child as a pupil has been a child first and a pupil second. The competent teacher of deaf children knows his pupils in trouble and pain as well as in success. Children reveal themselves by what they do and the way they do things. Young deaf children particularly express what is going on inside by their physical and emotional actions and reactions. The observation of behaviour is an important element of classroom activity and every teacher needs to be at least one part scientist. Records become the tools by which a teacher can examine a deaf child at leisure. The collected records and observations can provide material for helping a deaf child.

Good teachers are artful planners. The setting of objectives and the choosing of methods means to fit the needs of each individual in a class group of deaf pupils. It depends upon training and experience. Children are thinking, feeling, living, social and spiritual beings. Intellectual work makes pupils more knowing. But the way in which this intellectual work is accomplished can make deaf children happier and better people.

### **Notes**

academic grades – навчальний курс

learning habits – навчальні звички

to fit the needs of – відповідати потребам

one part scientist – майстер своєї справи

mental development – розумовий розвиток

identical – однаковий

leisure – дозвілля

particularly – особливо

### **Text 6. Special Schools**

At present there are many special schools for children who are blind, partially sighted, or deaf or hard of hearing.

On the eve of the Second World War all handicapped and retarded children in a number of large cities of the country were fully cared for by the special school system and in many regional and territorial centres this task was close to being realized.

At present blind children and those with severely impaired eyesight receive a complete secondary education in the course of 12 years of study. Deaf and hard of hearing pupils are given the same period to acquire the curriculum of the eight-year secondary education in 12 years.

Auxiliary schools (for mentally retarded children) with an eight-year term of study provide an elementary education and give children vocational training. There are special evening secondary schools for working adults who are blind, partially sighted, deaf or hard of hearing.

There are also special secondary schools for children with disturbances of motor function and special schools for children who are multiply handicapped.

Preschool establishments for the deaf and hard of hearing, the blind, the mentally retarded and children with speech defects have been developing successfully in the past decades.

Prior to entering school all children who have reached 6 years of age must have a thorough medical examination by a team of specialists at their district children's polyclinic. This examination is compulsory for every child entering school. Children who have serious defects of vision, hearing or speech and who find studying in a normal school too difficult are referred to a special school. These special schools have their own admission boards consisting of a child's psycho-neurologist, a speech therapist, a member of the administration of the special school and, when necessary, an ear, nose and throat or an eye specialist. These specialists do not only examine the child carefully, they analyze his entire case history. On the basis of this study the

board determines the degree of his disability and the type of establishment he is to be referred to.

Schools for the deaf accept children who are completely deaf and dumb, as well as children who react to loud sounds but who do not differentiate between the sounds of speech or can discern only separate vowels. Schools for the hard of hearing accept children who understand normal speech at a distance of no more than 3 metres and who, as a result of defective hearing, subsequently suffer from under-developed speech.

Schools for children with speech defects accept children with grave defects of speech who have normal hearing and are not mentally retarded. At present everything possible is being done to overcome and prevent speech defects, both in special and in normal schools. The relationship between defects of oral speech and poor progress in learning to write has thus established that the progress a child makes in reading and writing in many ways depends upon his speech development. This knowledge has resulted in an unified system of combating defects of speech, writing and reading. It has been introduced in the school system and has shown good results.

Special preschool establishments were created to help children overcome various forms of speech defects at the earliest possible age.

The special schools for children with severe speech defects are a new type of educational establishments. Speech therapists have revealed the complex ties that exist between vocabulary, grammar and phonetics in speech, as well as the relationship between speech defects and a child's psychology.

(To be continued)

### **Notes**

to care for – турбуватися

severe – тяжкий, серйозний

compulsory – обов'язковий

entire – весь

to be close to – біля

to suffer – страждати

subsequently – згодом, потім  
to multiply – більшувати(ся)  
to examine – робити обстеження  
to acquire – набувати, одержувати  
eyesight – зір  
separate – окремий

### **Text7. Teacher Training**

Teachers of the deaf are trained at the Pedagogical Universities in Moscow, Kyiv and Petersburg. Entrance to the universities is limited to graduates of the ten-year curriculum. They are selected by competitive examinations. Some preference is given to applicants who have had two years of labour experience. The course lasts five years and among other subjects the student-teacher studies the History and Theory of Pedagogy, Educational Psychology and specific methodology courses, etc. There is much practice teaching during the third and fourth years. It is the responsibility of the supervising professor to see that the student is prepared before allowing him to conduct a class of his own.

At first student-teachers use guides prepared by Master Teachers, then they prepare their own lesson plans. At the universities much emphasis is directed toward coordinating the theoretical with the practical. Each five-year student knows three months before graduation where he is to teach. During their training students are told that good family relationships are essential to good school work, that the family is required to cooperate with the school.

At schools for the deaf as at all other schools, much attention is paid to the polytechnical program. The plan acquaints children with the most important parts of the economy and industry, teaches them good labour habits and instills in them a respect for the working man. Girls are taught sewing and the home arts while boys are busy with woodworking, metal working and mechanics. The aim of the program is to provide wide, general knowledge and to help the pupil eventually in selecting a vocation appropriate to his interests. So the children in grades one to seven do

handwork while older pupils are taught to operate machines and electrical equipment.

### **Notes**

applicant – претендент

to conduct a lesson of his own – проводит самостійно урок

responsibility

## **VI. Psychology**

### **Text 1. Psychology as a Science**

Psychology is the science or study of the activities of living things and their interaction with the environment. Psychologists study processes of sense perception, responses to stimuli, thinking, learning, remembering and problem solving, emotions and motivations, personality, mental disorders, and the interaction of the individual and the group. The field is closely allied with anthropology in its concerns with human behavior, with physics in its treatment of vision, hearing, and touch, and with biology in the study of the physiological basis of behavior. In its earliest speculative period psychological study was chiefly embodied in philosophical and theological discussions of the soul. The *De anima* of Aristotle is considered the first monument of psychology as such, while the foundations of modern psychology were laid by Hobbes in the 17th century.

Two factors dominating the beginnings of scientific psychology in the 19th century were the experimental method and the principle of evolution. The former was represented by the great laboratory work of the Germans E. H. Weber, C. T. Fechner, Wilhelm Wundt, and H. L. F. von Helmholtz and the Englishman E. B. Titchener. The principle of evolution, stemming from Charles Darwin, gave rise to what was later called dynamic psychology.

Out of the new orientation in psychology grew the clinical experiments in hysteria and hypnotism carried on by J. M. Charcot and Pierre Janet in France. Sigmund Freud, in his elaborate theory of the unconscious, gave a new direction to

psychology and laid the ground work for psychoanalysis. Freudian theory took psychology into such fields as education, anthropology, and medicine.

Other branches of the field include child psychology, individual psychology, and religious psychology. Animal psychology, or the study of animal behavior has become especially prominent in the 20th century, and much research has been done on the sense perceptions of animals (vision and hearing) and their learning ability and intelligence.

### **Notes**

psychology – психологія

perception – сприймання, розуміння

mental – розумовий

allied – споріднений

hysteria – істерія

ability – здібність

elaborate – детально розроблений

unconscious – непритомний

prominent – видатний

### **Text 2. The Field of Educational Psychology**

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

Although the school is only one of a number of forces which affect the child's educational development, it has always been concerned with the teaching of certain



aspects of the social heritage to growing boys and girls. Throughout the history of education, scholars have set forth challenging theories and viewpoints on the problems of growth and learning. The beginnings of educational psychology are to be found within these.

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

### **Notes**

inheritance – спадковість, спадщина

heredity – спадковість

sufficient – достатній

to enable – давати змогу

to assist – допомагати

heritage – спадщина

guidance – керівництво

acquisition – придбання

to confine – обмежувати

applied – прикладний

to involve – включати

### **Text 3. Social Psychology**

Social psychology is the study of the relationships between one individual and another, between an individual and a group, and between one group and another. Typical research subjects include the influence of social institutions on the development of the individual; the study of communication, leadership, cooperation, competition, and problem solving within groups; the nature and measurement of attitudes; and the study of imitation and suggestion and their effect upon fashions and

fads. Social psychology developed from the work of Moritz Lazarus, Heymann Steinthal, and Wilhelm Wundt (folk psychology); of Gabriel de Tarde (imitation); and the general work of Sigmund Freud and William McDougall. The increasing use of behaviourism was followed by the application of gestalt principles to social psychology.

### **Notes**

influence – вплив

to solve – вирішувати

to measure – вимірювати

application – використання

fad – примха

### **Text 4. Aims and Subject of Educational Psychology**

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

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

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

J. McKeen Cattell, one of the early American pioneers in psychology, once made the statement: "Psychology is what psychologists do." This type of definition should help in characterizing educational psychology. During the early part of the present century, students of educational psychology were concerned with exploring the entire area of the psychological problems of education. The range of educational psychology is generally limited to a study of human behavior in educational situations; but there has been a distinct trend toward including more material bearing on growth and development during the preschool and school years.

Changed concepts of the nature and purpose of education have brought about an increased interest in understanding growth and development. The modern teacher recognizes that the whole child goes to school, the whole child responds to the school environment, and the whole child learns. The great amount of research in child development has had important implications for the teacher and others concerned with the educational program. In the first place, these studies reveal that the child grows as a whole that physical growth is closely related to social, emotional, and mental growth.

The present-day teacher is concerned with stimulating and directing the personal and social development of others. Scientific studies in educational psychology have revealed that some guidance techniques are more desirable than others.. These studies have also furnished useful information about child and group dynamics, and are having important effects upon the total school program. The emphasis of the modern school is upon the individual pupil; although the pupil cannot be understood apart from his past and present environments. The term 'guidance' has taken on a new and enlarged meaning as a result of studies of child development and learning. Teaching and guidance are clearly interrelated in a modern school program.

### **Notes**

to assemble – скликати, збирати

realm – галузь, сфера

fairly – досить

to define – визначити

refinement – вишуканість  
to respond – відповідати  
implication – вплутування  
mental – розумовий  
intangible – неясний  
apart – крім

### **Text 5. The Methods of Educational Psychology**

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

It has already been suggested that educational psychology is especially concerned with studying individuals in educational situations.

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

The extensive growth studies of individual children have been conducted during the past quarter of a century over a long period of time. This genetic approach recognizes that each child's development is unique in nature and should be interpreted in terms of his own rate of growth.

Education is possible because humans can learn. Mary will learn at school, even though little effort may be made to guide and direct her learning activities. However, it is not the major function of educational psychology to attempt to determine why Mary should go to school and what should be the goals of the school. This responsibility lies with the social and educational philosophers of the present age, individuals who must indicate what changes in human aspirations are desirable, and what the goals of education are. Once these goals are determined, it becomes the

responsibility of educational psychology to try to arrive at the best methods of achieving them.

Educational psychology deals particularly with how and when. For example, in the area of reading it furnishes valuable information about when different aspects of the reading program should be introduced; the types of reading materials that should be included at different ages and grade levels; the procedures for teaching reading; and children's interests in reading. In the case of teaching typing, it prescribes the length of the study period, how the two hands should operate in the learning tasks, and what combination of letters should be practiced.

Educational psychology and the needs of teachers. The needs of society are a reflection of cultural circumstance. The role of the teacher in the statement of the goals set forth for the schools is of utmost importance. It is the purpose of educational psychology to provide teachers with certain basic understandings, attitudes, and skills that will enable them to better guide the learning and development of Mary and the other pupils. The teacher needs a wide range of knowledge and skills, but this is not sufficient. She needs to understand children and adolescents. Teachers cannot safely depend upon the imitation of others or trial and error in their teaching activities.

Good teachers know how to select subject matter suitable to the children with whom they work.

Teachers everywhere are confronted with tasks and problems which have a common psychological basis. During the past several decades, students of educational psychology have arrived more closely at the materials in the broad areas of educational psychology that are most useful to teachers. These materials include a better understanding of child dynamics, the social process, learning procedures, and guidance techniques.

Educational psychology and teacher education. Educational psychology is a recognized part of the teacher training program wherever the objectives are to cultivate more effective teaching through verified information, sound principles, and generalizations.

An educational psychologist is essentially a scientist studying the person whom society deems educable and wants educated. He discovers and verifies the best procedure that society's agents, its teachers, through its schools and other educative a

### **Notes**

wisdom – мудрість

to evolve – розвивати(ся)

prediction – передбачення, прогноз

to interpret – тлумачення

particularly – зокрема

to prescribe – приписувати

circumstance – обставина

ulmost – найбільш

sufficient – достатній

adolescent – юнак; підліток

to deem – вважати

### **Text 6. The Role of the Family and the School**

Family influences. The most important factor in the personal social development of the individual child is the family. First, the family furnishes the child with his earliest steps in socialization. Second, the family group is personalized in nature. There is usually a close relationship between the different members of the family with many of their activities being emotionalized.

This is reflected in the habits of the family, in the manner in which discipline is administered, how they observe religious occasions, and in the attention given to each other in times of sickness, and the like. Third, the influence of the family is continuous and over a long period of time. It begins with birth and usually extends even beyond the death of the parents. Fourth, the family ideals, desires, goals, and values are ever present and are transmitted to the child. These may conflict with those

found elsewhere, and in some cases conflict within the family circle. This conflict of ideals itself is a factor in the socialization of the individual child.

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

The social class of a child's family determines not only the neighbourhood in which he lives and the group with whom he associates and plays, but also the goals, aspirations, and social skills of the individual child. Although there are frustrations among children from all economic groups, the frustrations of children from homes of poverty have greater social significance, since they lead to aggressive acts which in turn lead to the courts. Stealing and immorality are outlets often resorted to by children from the lower economic groups in their efforts to adjust to frustrations.

The importance of class status on the socialization of the child must be understood by those concerned with his training, if the optimum results are to be obtained. The failure of so many teachers to understand this with children from underprivileged environments is perhaps the source of more teacher-pupil problems than any other single factor.

The role of the school. There is a common assumption that children who read a great deal are not socially acceptable to their classmates.

The role of the school in the child's social development will depend largely upon the philosophy, goals, and procedures of the school. The school must first of all contribute to the satisfaction of the needs of growing boys and girls, if it is to have a beneficial effect upon their social development. The guidance of the social development of the pupils should follow sound principles, some of which are the following:

1. The methods and goals of the school should be in harmony with the needs and aspirations of the pupils.

2. The activities should be organized in harmony with the social- cultural background of the pupils

3. Guidance of the child's social development should be positive in nature and should be conducted in a democratic manner.

4. Children should be encouraged to display initiative, to accept responsibility, and to make their own decisions about problems where they are personally concerned.

5. Opportunities should be provided for the pupils to participate in activities designed to promote favorable social growth and development.

6. The program of the school should be closely related to other activities and programs of the community

### **Notes**

manner – спосіб, манер

to extend – продовжувати

to restrict – обмежувати

to administer – управляти

to frustrate – зривати

to associate – мати зв'язок

significance – значення

to steal – красти

to persist – наполягати

adolescence – юність

paramount – першорядний

assumption – припущення



## **Text 7. The Development of Personality**

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

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

According to Freud, each person has an instinctive desire for sex and sex-related pleasures as well as a learned desire to curb these instinctive pleasures and satisfy them only in accordance with social customs. Freud believed that each personality should be honest with itself and uncover any repressed desires in its subconsciousness.

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

Some children are much more active than other, they will need more food to furnish the energy used in various activities. Some children will need more rest than others; some will require more of certain mineral content than others; while some will need more sunshine than others. There are many organic needs that appear less important for immediate survival.

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

Need for affection. The child from the very beginning needs love and affection. Babies need to be cradled and loved, especially when they are being fed. As the child

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

One study furnishes good evidence of the value of attention and affection which the child receives in his home relations. Children from homes where they enjoyed the attention of adults showed a more favorable course of development than did children reared in an institution.

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

When a child enters school for the first time, he is faced with problems of adjusting to many conditions and situations, some of which are new or different for him. In the first place there are many other children to be considered. If the child has been accustomed to being the "centre of attention" at home, he will now find that the attention and affection of the teacher must be shared with other children. As he develops further, he will find himself competing with others for success and recognition on the playground and in the classroom. It is at this time that feelings of insecurity may develop as a result of his inability to compete successfully with certain members of the group in some activities.

Need for achievement. The need to achieve is closely related to the need for security. The need for a feeling of personal worth, which grows out of achievement is essential for the healthy development of the school child. The child's feeling of security and personal worth is not enhanced by the teacher insisting that he achieve a certain level of competency in his school activities, when such a level is beyond his ability. Rather the child needs to experience a feeling of satisfaction from the

performance of school tasks. The teacher can promote this by expressing satisfaction when the pupil displays some skill or ability. Children are very sensitive about the attitude of their teacher.

The need to make use of newly developed abilities is constantly appearing as the child grows and develops toward maturity. This may be observed when the seven-year-old girl learns to skip rope or skate. This need also appears in the questions asked by children displaying their curiosity and increased understanding of problems and situations. Teachers should realize that these questions present a starting point for learning and growth. They should encourage the creative activities, questions, and other achievements of children.

The need for independence. The child begins life completely dependent upon others. The period of infancy is longer for the human being than for any other form of life. However, if the constancy of growth principle is to operate the child must be given increased independence and responsibility with each advanced level of maturity. The unwillingness of many parents to 'let go' is one of the greatest barriers to the development of well-adjusted personalities. The failure of many teachers to practice democratic principles and thereby give the students increased responsibilities and opportunities to participate in planning and carrying out various projects leads to problems of discipline and fails to develop the type of boys and girls needed for citizenship in a democratic society

### **Notes**

proper – правильний, належний

conducive – сприятливий

inconsistent – несталий, непослідовний

in accordance – згідно з

innate – природжений, природний

to curb – приборкувати

sublimation – піднесення, величність

immediate – прямий

survival – виживання; пережиток  
gratification – насолода, задоволення  
affection – прихильність; любов  
verbally – усно  
to cuddle – пригорнути(ся), притулити(ся), обіймати  
security – безпека  
to be accustomed – звикнути до  
recognition – визнання  
competency – вміння; спроможність  
to skip – стрибати  
trivial – незначний, повсякденний

### Самостійна робота

## СТРУКТУРА ЕСЕ/ STRUCTURE OF ESSAY

Структура есе чітка. Це нарис, що складається з трьох частин. А саме:

- Вступ. Introduction.
  - Основна частина (декілька абзаців). Body.
  - Висновок. Conclusion.
  - Підготовка есе :
- 1. Introduction.** Розгорнуте представлення теми (the main topic) та обґрунтування її проблемності. По суті, це міні-план її вирішення.
- Body.** Не більше трьох абзаців, кожний із яких повинен бути присвячений розгляду однієї підтеми (subtopic), на які розбито основну тему (topic). У кожному реченні (можливо і декількох) демонструється чи аргументується одна ідея, точка зору, певний аспект підтеми.
- 3. Conclusion.** Загальний висновок щодо шляхів вирішення проблеми.

**Обсяг есе** — до однієї сторінки. Загальна кількість речень есе становить не більше 25 (оптимально - 20). Принагідно зауважимо, що кількість слів у реченні не має перевищувати 12-15, враховуючи артиклі та прийменники.

**Розташування матеріалу есе.** В англomовному освітньому просторі склалася традиція розміщати текстовий матеріал есе за наступною схемою.

**Introduction.** Вступ. Це перший абзац (an opening paragraph). У ньому стисло представлені думка автора щодо теми есе, її проблемності та напряму розв'язання основного питання.

Перше речення – розгорнута демонстрація теми: формулювання теми та пояснення її значення.

II речення. Підкреслення проблемності, яка закладена в темі. Пояснення нагальності та важливості проблеми.

III (можливо не одне) речення. Опис стратегії вирішення проблеми. Виокремлення підтем (subtopics).

У вступі слід звернути увагу на чіткість висловлення проблеми, закладеної в темі. Це має бути той гачок, за допомогою якого ви «зачепите» цікавість читача. У цьому абзаці ви маєте виокремити дві чи три підтеми (subtopics), розгляду яких буде присвячено кожний параграф наступної частини есе - Body.

Формулюючи вступну частину есе, дайте собі відповіді на такі питання: What is the main idea of my essay? What am I going to discuss? What ideas and reasons can substitute my point of view? What arguments, judgments, and comments am I going to use to depict my point of view? Усі відповіді варто записати.

Необхідно після формулювання вступу зразу приступати до заключної частини есе conclusion. Річ у тім, що зміст цих двох частин (першої та останньої) варто формулювати поспіль, а потім вже переходити до основної частини.

**Conclusion.** Висновок. Він має форму декларації – заяви, яка повинна переконати читача в обґрунтованості вашої точки зору щодо шляхів вирішення проблеми.

I речення містить перефразовану тему, що розглядалась. Не варто дослівно повторювати її, тільки акцентуйте ідею та проблемність.

II речення. Загальна оцінка шляхів вирішення проблеми.

III речення. Прогноз способів введення рішення в дію. Це може бути шлях досягнення компромісу або конкретний план дій.

Останнє речення - остаточне підведення підсумку - повинно переконати читача в обгрунтованості вашої точки зору і залишити позитивне враження від есе.

**Основна частина есе. Body.** Тут аргументуються визначені два (чи три) пункти (subtopics). Кожному з них ви маєте відвести один абзац. Варто оформлювати абзаци за наступною структурою:

Перше речення-формулювання підтеми (subtopic), яка розглядатиметься у цьому абзаці.

Наступні декілька речень - демонстрація стану речей, причин виникнення проблеми. Підкріплюйте власні думки фактами, статистичними викладами або посиланням на авторитетів. Стель викладу - чіткий: аргументація, констатація, міркування. Але не оцінювання, не осудження.

Останнє речення абзацу - пропозиція щодо імовірного розв'язання питання.

Третій абзац основної частини - за потребою. У класичному диспуті виокремлювали у питанні усі «за» і «проти» (pros & cons) для того, щоб аргументувати точки зору. А потім (у третій частині, для нас - абзаци) виводили рішення.

Важливим є логічний взаємозв'язок усіх двох чи трьох абзаців основної частини. Це стосується логіки викладу, обгрунтування причин та наслідків.

Перше речення кожного абзацу має сигналізувати про перехід від однієї підтеми до іншої.

## **1. Фрази для формулювання головної тези есе**

To begin with

Ми почнемо з того, що...

A number of key issues arise from the statement	Це твердження стосується низки ключових питань
One of the most striking features of problem is...	Один з позитивних аспектів цієї проблеми...
For the great majority of people	Для більшості людей...
It is well know that	Добре відомо що...

## **2. Вирази ствердження, констатації, висловлення позиції**

What causes it	Що змушує
What can be done to	Що можна зробити, щоб..
There are also benefits to	Є також переваги для...
by the terms of	відповідно до умов...
in addition	в додаток
have to provide	повинні забезпечити

## **3. Формулювання власної точки зору**

Actually	насправді, фактично
in addition	на додаток
no doubt	безперечно, безсумнівно
what causes it	що є причиною цього
on the contrary	навпаки
by the terms of	відповідно до умов
two poles apart	два полюси (далеко один від одного)

same here	те саме
in essence	по суті
as for	що стосується, щодо
as a result	у результаті
as a matter of fact	власне кажучи
actually	насправді
speaking of	насправді говорячи про...
the fact is	факти кажуть, що...
the thing is	річ у тім
the trouble is	біда в тому,
it turned out	виявилось
what's worse	що ще гірше
take care of the problem	перейматися проблемою
this problem has to do with	ця проблема пов'язана з
relates to /is associated with/is	стосується / пов'язаний з
connected with	пов'язаний з
as far as I know	наскільки мені відомо
to put it in a nutshell	в двох словах
what's more	що ще
besides	крім
in addition	на додаток
in short	коротко, стисло
summing it up	підбиваючи підсумки
so, to sum it up	так, щоб підбити підсумки
to crown it all	увінчати все це, насамкінець
what counts here is	що має тут значення
what matters here is	що тут є важливим
what's worse	що ще гірше
it turned out	виявилось, що
luckily	на щастя



## WRITING ABSTRACTS AND THESES OF THE TEXT

### (анотування та реферування тексту)

Важливим джерелом наукової інформації та засобом її передачі в просторі та часі є наукові документи – статті, журнали, матеріали наукових симпозіумів, підручники, монографії тощо. Це первинні джерела наукової інформації. Реферат та анотація належать до вторинних джерел наукової інформації. У них повідомляються основні відомості про первинні джерела.

**Реферат** - (нім. *Referat*, від латинського *refero* – повідомляю) – коротке викладення у письмовому вигляді змісту наукової праці. Подається бібліографічний опис первинного джерела інформації та викладаються його основні положення. Текст реферату рекомендується складати за таким планом:

- а) ціль та методика дослідження;
- б) конкретні дані про предмет дослідження, його властивості;
- в) висновки.

У рефераті інформація подається точно, коротко, без суб'єктивних оцінок. Стислість досягається за рахунок використання термінологічної лексики, нетекстових засобів лаконізації (таблиці, формул ілюстрації).

**Анотація** (лат. *anotation* – зауваження) - це коротка характеристика змісту первинного джерела наукової інформації. Анотації за змістом та цільовим призначенням можуть бути лише довідковими та рекомендаційними. В анотації зазначають лише суттєві ознаки змісту документа, тобто ті, які дають змогу виявити його наукове та практичне значення, новизну. Обсяг анотації не повинен перевищувати 600 друкованих знаків.

#### **Структура анотації:**

- а) бібліографічний опис, в якому подається заголовок статті, прізвище автора та конкретна форма видання;
- б) предмет викладення та його основні характеристики: тема основні поняття. процеси тощо;
- в) що нового міститься в цьому матеріалі порівняно з іншими, близькими йому за змістом та призначенням.

Основною лексико-стилістичною особливістю анотації є наявність великої кількості пасивних форм, які подаються в кінці речення : Is/are arrived at (developed, inferred, introduced, formulated, outlined, made, considered, summarized).

При написанні анотації вживаються такі типові структурні норми:

The role of... is discussed - обговорюють роль... The possibility of its practical application is considered

Розглядається його можливість практичного застосування ... Subject matter related to... is considered розглядається питання, що належить до... A review is presented – подається огляд... Special attention is given... особлива увага приділяється...

Передування дій в підрядному реченні дії головного речення виражається часом Past Perfect

*He said:* «I saw his film last month» - He said that he had seen this film the previous month.

*Ann said:* « I have done this work already» - Ann said that she had done this work already.

Майбутня дія в підрядному додатковому реченні виражається часом Future-in-the-Past-Indefinite, Continuous чи Perfect залежно від обставин часу.

I. *She said:* «I shall go there tomorrow». – She said she would go there the next day.

C. *Pete asked:* «What will you be doing from 5 till 7 tomorrow? » - Pete asked me what I should be going from 5 till 7 next day.

P. He promised. «I shall have done this work by November». - He promised that he would have done this work by November.

Правило послідовності часів не виконується удвох випадках:

1. Коли йдеться про якусь «вічну», абсолютну істину

*The teacher said:* «London is the capital of England». -

*The teacher said that London is the capital of England.*

2. Коли в підрядному реченні точно зазначено час виконання дії *He said:* «I was there in 1995.» - He said that he was there in 1995.

## GRAMMAR

### THE NOUN (іменник)

#### Plural of Nouns (множина іменників)

В англійській мові іменники утворюють форму множини за допомогою закінчення *-s (-es)*, яке вимовляється [s] після глухих приголосних; [z] після дзвінких приголосних та голосних, [ɪz] після шиплячих та свистячих звуків (у словах які закінчуються на букви s, ch, sh).

[s]	[z]	[ɪz]
desk - desks	pen - pens	class - classes
map - maps	pencil - pencils	bench - benches
book - books	boy - boys	bush – bushes

Декілька іменників утворюють форму множини шляхом зміни кореневої голосної

Чоловік	man	men
Жінка	woman	women
Нога	foot	feet
Зуб	tooth	teeth

У слові *child* додається закінчення *-ren*

Дитина	child	children
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В іменниках, які закінчуються на букву *F: f-ves*

Knife - knives, wife-wives, але chief - chiefs, roof - roofs.

Текстоформуючі елементи допомагають приєднувати наступне речення до попереднього.

Pollution is increasing. *The problem* is getting worse every day.

Should taxes be raised or lowered? *That was the biggest issue* in the election.

Дискурсні маркери – це слова і фрази, функція яких організувати, коментувати чи якимось чином групувати, обрамляти різні стадії

розмови чи різні частини тексту. Для зв'язку різних стадій розмови, зокрема, вживаються: *well, right, okay, now good. fine, great, listen, look, von see. mind you*

I can't do that. *You see.* I am very busy at the moment, (пояснення)

– It's quite a problem. - *Listen,* can't I help you? (пропозиція допомоги)

Серед різноманітних засобів зв'язку різних частин тексту можна виділити:

### **1. Засоби вираження послідовності думок та подій:**

а) *at first, firstly, first of all. in the beginning, to begin with* — спочатку;

б) *second, secondly, next, further, then* — далі, потім;

в) *finally, at last, in the end*— нарешті.

**2. Засоби приєднання до сказаного раніше:***besides, in addition, moreover, furthermore* — крім того, більше того; *likewise. similarly* — так само, аналогічно.

### **3. Засоби вираження протиставлення:**

*however, still, yet, nevertheless* — проте, і все ж таки, *on the contrary, in (by) contrast, conversely, alternatively, on the one hand, on the other hand, otherwise, rather* — навпаки, на відміну, з одного боку', з другого боку, інакше, швидше.

**4.Засоби вираження наслідку, підсумку' попереднього:** *hence, thus, therefore,*

*accordingly, consequently, as a consequence, as a result* — звідси, таким чином, тому, відповідно, в результаті цього; *in brief, briefly*— коротше кажучи, коротко.

**5. Засоби вираження відношення автора до висловлюваної думки, для її уточнення:** *of course, no doubt, undoubtedly, to be sure, needless to say* — звичайно, без сумніву; напевно, не варто говорити; *in reality, indeed, as a matter of fact, in fact, in effect, by no means* — фактично, насправді, ніяким чином.

## **6. Засоби вираження ймовірності, вірогідності:**

*probably, in all probability, perhaps, possibly apparently presumably suppose, say* — очевидно, ймовірно, скажімо.

7. Засоби вираження оцінки висловлювання щодо бажаності чи небажаності того, про то йдеться: *(un)fortunately, happily strange enough, surprisingly enough, it is most fortunate that* — на щастя (на жаль), досить дивно.

8. Слова та словосполучення для додаткового пояснення думки:

*in other words, to be more exact, to be more precise, so to say* — іншими словами, точніше, так би мовити.

**Часи Групи Perfect Continuous** в пасивному стані не вживаються. Якщо треба передати дію ,яка виконується,тривала чи буде тривати протягом певного періоду часу то вживаються форми Present,Past чи Future Perfect.

The experiment has been carried out for two months.

Цей експеримент проводиться(триває) вже два місяці.

## **Особливості вживання пасивних конструкцій в англійській мові**

В англійській мові речення в пасивному стані вживаються значно частіше,ніж в українській.Підметом у реченні в пасивному стані може бути не тільки прямий, а й непрямий чи прийменниковий додаток.

1.Якщо у реченні в пасивному стані є два додатки(прямий і непрямий), то вони обидва можуть бути суб'єктами певної конструкції.

*Active:* He gave me the book

*Passive:*1. I was given the book

2. The book was given to me.

2. Якщо у реченні в пасивному станні є прийменниковий додаток, то він стає суб'єктом певної конструкції, але граматичним підметом, який стоїть на початку речення, є лише іменник. а прийменник ставиться після дієслова.

*Active:* We spoke about this film

*Passive:* This film was spoken about

На українську мову дієслова у пасивному стані перекладаються:

а) дієслово с часткою -ся(сь):

the experiment is carried out – експеримент проводиться;

б) сполучення дієслова бути з дієслівними формами –на, -но, -то;

the house was built; будинок було збудовано;

в) дієслова в активному стані в неозначено-особовому стані;

the text was translated; текст переклали;

г) якщо в реченні з дієсловом у пасивному стані вказано суб'єкт дії, то його можна перекласти українською мовою особовим реченням з дієсловом в активному стані:

the key was lost by girl – дівчина загубила ключ.

Правило узгодження часів в англійській мові полягає в такому: якщо присудок головної речення виражений дієсловом у минулому часі (найчастіше в Past Indefinite), то присудок підрядного додаткового речення також вживається в одному з минулих часів.

Одночасність дії головної та підрядного речення виражається часами Past Indefinite та Past Continuous:

He said: « I am very busy» - He said that he was very busy.

She asked: «What are you doing there?» - She asked me what I was doing there.

## THE SEQUENCE OF TENSES: EXERCISES

**1. Use the appropriate tense form in these sentences.**

a)

1. «I'll phone you this evening». He said he \_\_\_\_\_.

2. «Do you like it here?» She asked \_\_\_\_\_.

3. «I overslept this morning» She told him she \_\_\_\_\_.

4. «My brother's arriving here today,» She said her brother \_\_\_\_\_.
5. «The train leaves at 11:00 tonight» I was told the train \_\_\_\_\_.
6. «When's the new manager coming?» She asked \_\_\_\_\_.
7. «How do I find the house?» She asked him \_\_\_\_\_.
8. «Did dinosaurs lay eggs?» The boy wondered \_\_\_\_\_.
9. Shakespeare didn't speak French. The professor said \_\_\_\_\_.
- 10.«I hadn't seen the notice». I explained \_\_\_\_\_.
- 11.«She must be joking.» Everybody thought she \_\_\_\_\_.
12. «He fell ill last week», She said \_\_\_\_\_.

**b)**

1. He thought that she (be) more like a child, but her dark face (have) a wild beauty, voluptuous and untamed. 2. Tom perceived that six brass buttons of his jacket (be cut) off 3. And she saw at once that the curtains (remain) closed still, but that the ceiling over the bed (rise) quite a foot. 4 Byrne was certain that he (hear) the voice of the seaman, faintly distinct in his familiar phrase, «Look out, sir!» 5. When asked what (become) of the witches, he only (point) his finger silently to the ground. 6. It was decided that Nick (rest) far out in the bay of Biscay. 7. He could not recall the particular neglect that (enable) him to get away, all that (fade) among the incurable blurs of memory. 8. And it was very clear in his mind that his father (be) very angry if he (go) in through that door. 9. That was how I (begin) to write plays. 10. I understood that for him, neither fame nor artistic achievement nor wealth (have) any value in his life. 11. That day she recollected they (sit) on a bank beside thee road, where a track (cross) alongside a wood., talking on the universe. 12. He felt that he (stumble) on just one of those past moments in his life, whose beauty and rapture he (fail) to arrest, whose wings (flutter) away into the unknown.

**2. Change the sentences from direct into indirect speech.**

a) 1. He remarked, «But even that is unimportant in the light of what will be gained for very little additional investment on your part.»

2. «I am getting very anxious to see this lady,» I said. «I feel as if I can scarcely wait til tonight.» «She will probably be here in a few minutes,» said he.
3. «But how have you managed to attend the rehearsals of the new play?» I demanded.
4. «Well, Blanche,» I observed, I suppose it has occurred to you that your case is calculated to excite wonder in the simple breast of a brutal Englishman.»
5. «If you are a dramatic critic,» he said, you will guess that it was not at first quite so simple as it sounds.»
6. She wrinkled her brows, «I think he likes to joke. Am I?»
7. When she was gone, Ashurst thought, «Did she think I was chaffing her?»
8. «Do you mean to say a word for the criminal?» asked Creed in his sharp but shaky voice.
9. «I do believe,» replied Gale, «that nobody can tell you but myself; and I will tell you why.»
10. «I haven't got any military theory. I'm talking about a military fact» replied Mr. Pond placidly.
11. «I am going to ask you if you are happy,» said Mr. Pyne.

b) "Hello" Fran said.

"Ms. Simmons?" Lou asked, employing his late father's slight German accent.

"Yes, who is this, please?"

"I can't tell you now on the phone, but I overheard you yesterday at the hospital coffee shop, talking to Ms. Branagan." He paused for effect. "Ms. Simmons, I work at the hospital, and you're right. Something terrible is going on here."

In her living room, still in her pajamas, the portable phone in her hand, Fran frantically looked for her pen, spotted it on the hassock, and grabbed the message pad from the table. "I know there is", she said calmly, "but unfortunately I can't prove it."

"Can I trust you Ms. Simmons?"

"What do you mean?"

"There's an old man who has been creating drugs that they use in experiments on patients at Lasch, He's afraid that Dr. Black wants to kill him, and he wants to tell the



story of his research before they are able to stop him. He knows it will get him in trouble but he doesn't care."

"Has he spoken to anyone else?" Fran asked.

" I know for a fact he hasn't. He confided in me about the experiments. He was practically bursting with excitement." Lou paused and lowered his voice to a harsh whisper. "Ms. Simmons, he even has it on tape. I know, I saw it"

"I'd like to talk to him today or tomorrow", Fran said, trying to keep her voice calm.

"Ms. Simmons, if you bring a bunch of people with you, he'll clamp up, and you'll get nothing"...

(Mary Higgins Clark)

### 3. Translate the following into English

a) 1. Та й не усі вловили, що розмова вже переступила межу, що за цими словами стояло щось більше. 2. Але з того, як розгорялися заграви на його щоках, було видно, що зараз він не до кінця вірить у власні слова, що в його душі йде борня, нещадна. 3. Він уже знав, що вони бджоли і що їх краще не чіпати, бо "дадуть меду". 4. Остаточно зацікавлений цією дипломатичною розмовою, генерал сказав, що не розуміє про що мова. 5. Вона почула, що десь весело дзюрчить струмок, якесь шепотіння, якісь лісові звуки. 6 Я чув, як добував із золотих небесних сот золоті меди соловейко, розвивав їх щедро по землі. 7. Вони стояли і спостерігали тиху травневу ніч в буянні зелені й кипінні садів і знати, що все було, як і тисячу разів. 8. Мудра бабуся вчила, що небо не мовчить, а промовляє, кличе до світла. 9. А він все розповідав, як табуни туманів розбрелися по селі і повлягалися над молодими житами, неначе соми на річковому дні. 10. Люди розповіли, де знаходиться військова частина, а в ній новобранці. 11. Юрась думав, що любов - це не тільки розвій осяяння душі, і був готовий на подвиг. 12. Вони відчули, що Земля одразу ж розслабила свої м'язи, роздалась, розступилась, а тісна печера перетворилась в довжелезний тунель.

б) - Я бачу, тобі, Сократе, вже не до серця й наша рада, й наші порядки. Може, тобі й демократія не подобається?

- А що воно таке, демократія, - запитав філософію І така покірنا наївність світилася в його очах (а за нею - знав те напевно - так глибоко була прихована підступність), що стратег на мить розгубився.

- Невже ти не знаєш, - розвів руками.

- І все ж, - наполягав Сократ.

- Ну це... Коли править сам народ. Коли всі рівні. Чи, може, не так,

- Так,- погодився Сократ. Хочеш, ось тут, не сходячи з місця, покажу нау демократію.

Феоген не знав, що відповісти.

- Ну ж бо.

(О. Гончар)

#### **4. Read the following conversation and then retell it in the reported speech.**

«Where are you from?» asked the passenger sitting next to me on the plane.

«Chicago», I said.

That's nice. I'm from Mapleton. It's a small town in northern Michigan.

Oh, yes. I've heard of it», I said. «Michigan is a beautiful state. I've been there on vacation many times.»

« Were you there last summer?

Oh, no. I went far away from home last summer. I went to India, "I replied.

«Oh, that's nice. Is it a long drive from Chicago to India?» she asked me. My mouth fell open. I didn't know how to respond. Some people certainly need to study geography.

### **THE PASSIVE VOICE:EXERCISES**

#### **1.**

Leather-lined benches, much worn, were fixed to the wall under the window and in other odd corners and nooks behind mahogany tables. One wall was furnished with all the congenial gear of a bar, but without any intervening counter. Opposite, a bright

fire was burning, and a neatly dressed young woman sat before it. There was no other inmate of the room, and as he entered, he was greeted by the girl. He found that he could be accommodated - dated for the night and placed inside the fender, his wet overcoat was taken to the kitchen, a roomy pair of slippers was given to him by the landlord, an old fellow, and in an adjoining room supper was being set by a maid.

He sat while this was being done and talked to the barmaid, She had a beautiful but rather mournful face as it was lit by the fire-light, and when her glance was turned from it her eyes had a piercing brightness,

(A. E. Coppard)

## **2. Put all the verbs in the passive.**

In the south of Sweden farmers grow cereals, potatoes, and sugar beet, and rear cattle and pigs. The Swedes exploit the northern forests for their timber. They can exploit timber products indefinitely because they have managed the forests well and not destroyed them with uncontrolled cutting. They mine iron inside the Arctic Circle. They established the first mines in the 1890s, and the high salaries attracted workers to move to this inhospitable region. But they have recently had to close many mines because of a fall in demand. Competition from developing countries has damaged the once prosperous steel and shipbuilding industries, but industrialists manufacture a variety of profitable goods, including aircraft, cars, domestic equipment and textiles.

## **3. Translate into English.**

a) 1. Тепер у маленькому голосі чулася непотрібна лють і я, не роздумуючи, вискочив з ліжка. 2. Старий фермерський будинок, де ми жили, був переобладнаний лише тужливо каркали ворони. 4. Підлога кухні викладена старими широкими сосновими дошками їх недавно відчистили і навоскували. 5. Вдома у нас завжди було повно газет і журналів: ними були загромаджені всі підвіконники і закиданий диван. 6. Шок був викликаний великим науковим відкриттям, яке селяни зробили пізньою весною того року. 7. Коли ще Бог був живий і порядкував по землі, то було помічено, що мав він звичку втручатися у

всі події безпосередньо. 8. Цю сосну можна було бачити далеко з моря і з заходу, і зі сходу. 9. З дев'ятнадцяти їх уже лишилося тільки п'ятнадцять, причому двоє з них поранені. 10. Одначе навіть той неспокій зроджений чимось значним, великим. 11. І той день, коли ти востаннє бачив матір, із кожним роком не забувавсь, а виростав і виростав у своєму значенні. 12. Після побачення кожна подробиця буде набирати нове значення, розмова буде сповнена вагомим смислом.

б) Розкішна конюшня, збудована між Портиком і академічним садом, стала гордістю барона. Тут були зібрані кращі модні породи, Конюхів виписували з Англії. Сюди вчашали сановні любителі й знавці, навіть сам цар.

Коні були захопленням Клода. Деякі жартуни називали його конюхом у мистецтві митцем у конярстві. Навіть події у житті дітей згадувались здебільшого за такими ознаками: це було, мовляв, у той рік, коли народився гнідий Рекорд...

Неприємно було, що Шевченко ходить по конюшні похмурий, руки в кишенях, голова вниз.

- Ви й досі гніваєтесь за недоречно сказане слово? Але ж годі! Почуття гумору не чуже ні вам, ні мені.. Я чув, що гіркота поневірянь ховається під серпанком вашої іронії.

- Еге ж, - озвався Тарас. - Я й справді дядько такого характер)...

Барон зажив слави жартуна й дотепника, хоч з першого погляду і здавався похмурим. Його таланти й доброта шанувались, але Шевченкова душа час від часу заповнювалась неприязнь.

Увійшов підстаркуватий лакей, їх запросили до трапези.

(О.Ільненко)

## SENTENCE STRUCTURE ERRORS: EXERCISES

**1. Some of the following sentences are written correctly, but others are run-one sentences. Identify each as a sentence (S) or a run-on (RO).**

Correct the run-ons.

1. He came into the house from the garden, where he had been writing, and casually threw down some paper.
2. My grandmother loved *Gone With the Wind* she read it years ago.
3. The typical sonnet has fourteen lines, ten syllables make up each line.
4. National parks are established to protect wildlife, preserve natural resources, and provide recreational areas.
5. Roosters begin to crow at dawn, they seem to bring the farm to life.
6. March is the month when huge blocks of ice in the Arctic begin to melt and dn yea
7. Do most people like criticism I don't think so.
8. The sky became dark and threatening it began to rain.
9. I could hardly wait to jump in the water looked so inviting
10. We enjoyed a long afternoon of play, afterwards, everyone ate an enormous supper.

**2. Indicate whether the modifier is misplaced(MS), dangling (D), or correct (C). Revise the incorrect sentences.**

1. Flying over the countryside, the cars and houses looked like toys.
2. The messenger spoke to the receptionist who delivered the package.
3. Without thinking what might be on the menu, Hugh told his hostess that he hated.
4. After studying hard, the test was a breeze.
5. The house was rebuilt by the new owners destroyed by the fire.
6. A man leaped into the water over the ship's rail.
7. A banana split was served to each guest, dripping was chocolate sauce.
8. Driving through the desert at night, the cactuses looked eerie.

9. Getting much earlier than usual, the house seemed strangely quiet.
10. Smashed beyond repair, Robin saw his watch lying on the floor.

**3. In the following sentences, find the errors that involve modifiers. Not every sentence has an error. Make the necessary corrections.**

1. The corn was roasted by the boys skewered on the ends of long, pointed sticks.
2. It was still pouring, so Uncle Maurice went out to the sty to feed the hogs with an umbrella.
3. Coming nearer to it, the building certainly seemed dilapidated.
4. Henry's sales record will be as good as any of the top salespeople.
5. Coiled in a corner of the garage and ready to spring, Mrs. Lampert was surprised by a rattlesnake.
6. Having been asked to speak at the senior dinner, Fred spent many evenings preparing his speech.
7. To be well baked, you have to leave the pork roast in the oven for three hours.
8. We saw the impressive Concorde on the porch this morning.

**4. Correct misplaced modifiers and dangling constructions by revising the sentences that follow.**

1. We came upon a hospital rounding the corner.
2. Though troubled by many worries, the results were better than we could expect.
3. The shrub was given to us by a relative that was supposed to flower in spring.
4. Rushing down the hall, her hat fell off.
5. Occurring in May, we were astonished by the event.
6. Reserve a room for the lady with a bath.
7. After failing the test, the teacher advised them to study more.
8. Wilkins realized the mistake he had made a moment too late.
9. Cathy kept her trophies in a bookcase that she had won in lawn tennis tournaments.
10. We saved the scraps of meat for the dog that had been left on our plates.

## THE WORD ORDER: EXERCISES

### 1. a) Rewrite the sentence if the word order is incorrect.

1. Not often a Rembrandt is stolen. \_\_\_\_\_
2. In either case, we must report the accident to the police. \_\_\_\_\_
3. Not only before exercising one should stretch but after exercising as well. \_\_\_\_\_
4. Adry, cold climate is not suitable for beautiful skin, and neither a hot climate is.  
\_\_\_\_\_
5. North of Winona, Minnesota, lies Lake City, which is considered the official «binh place» of waterskiing. \_\_\_\_\_
6. Not only swallows build their nests inside farm buildings, but do sparrows as well.  
\_\_\_\_\_
7. Should you be bitten or stung by a venomous creature, you must call an ambulance immediately. \_\_\_\_\_
8. Not until next year the new tax change will take place. \_\_\_\_\_
9. Nowhere had the explorers been met with more hospitality than in the Nepalese village. \_\_\_\_\_
10. So incredible explorer John Colter's descriptions of the Yellowstone area were that people didn't believe in its existence. \_\_\_\_\_

### b) Change the sentences using the indirect word order.

1. He was so anxious to turn over a new leaf that he actually changed his name.
2. He would not give up writing his satires under any circumstances.
3. His determination to tell the truth about his experiences was just as firm.
4. It has never been more difficult for a writer to make his name.
5. A tall, gaunt figure stood at the far end of the room, staring at us.
6. We only then realized how much he had suffered.
7. His Majesty the Emperor is now mounting the steps.
8. You would witness a spectacle like this in no other country in the world.
9. He was saying things - things that only now made no sense.
10. All the thoughts had urged through her blank mind only a moment before.
11. Life and feeling and comprehension were

beginning to flow back into her like never before. 12. Words that were swift and tender and full of pity fell on unhearing ears.

## PASSEGES FOR LEXICO-GRAMMATICAL TRANSLATION

### 1.

Я навчаюсь в університеті. Я вчусь тут з 20... року. Я вчу англійську мову майже десять років. Коли я вступив до університету, я вивчав англійську декілька років. Я досить добре розмовляю англійською, чи не так? Моя друга спеціальність - німецька мова. Я намагаюсь читати сучасні англійські та німецькі оповідання в оригіналі, а не в перекладі, щоб збагачувати лексичний запас і вдосконалювати навички розуміння художніх творів. Зараз ми повторюємо часи англійського дієслова. Цей матеріал повторюється вже два тижні. Повторення цієї теми буде завершено до кінця поточного тижня.

### 2.

- Привіт, Олеже! Куди поспішаєш?

- На концерт гурту «Океан Ельзи». Чув про такий? Якщо маєш бажання, можеш приєднатись. Я якраз маю лишній квиток.

- Ні-ні, дякую. Я додому. На мене чекає курсова з філології і купа усяких справ в придачу. А ти часто ходиш на концерти відомих співаків?

- Як тільки трапляється нагода, я її використовую без вагань. Розважайся поки молодий! На твоєму місці, я б лишив курсову до кращих часів і пішов би розважитись зі мною декілька годин. Одна тільки робота і ніяких розваг роблять людину занудою.

### 3.

- Алло, це ти, Ганю?

- Так, хто говорить?



- Не впізнала? Це Петро. Як справи? Що ти робиш?
- Дякую, непогано. Зараз я дивлюсь чергову мексиканську мильну оперу по телевізору.
- Не сміши! Невже ти не знайшла цікавішого заняття? Я якраз телефоную, щоб запитати, що ти робиш сьогодні ввечері? Як відносно того, щоб піти у якесь хороше місце?
- Погода така противна, моросить, сиро, що немає бажання носа кудись показувати.
- Ти говориш ніби дев'яностолітня бабуся із нападом ревматизму. Сьогодні субота, а ти і так більшість часу на тижні ведеш сидячий образ життя. Хто постійно скаржиться на жалюгідне існування?
- Петю, ти даремно тратиш сили на умовляння, Мені не хочеться виходити, і я залишусь у кріслі перед телевізором решту вечора.

4. То був перший день моєї шкільної практики. Нарешті я відшукала потрібну класну кімнату. Вона була схожою на вулик. Стояв страшений галас. У одному кінці кімнати весело щебетала група дівчаток. Дві інші ганялись за хлопчиком, який тримав у руці яскравого зошита. Дівчинка на задній парті штовхала свого сусіда спереду. Коротко підстрижений білявий хлопчик імітував барабанщика рок-групи. На першій парті учениця із зачіскою «кінський хвіст» швидко шкряботіла ручкою, діловито заглядаючи у зошит сусідки по парті, а та жувала жуйку і весело коментувала події, що відбувались навколо. Двоє хлопців фехтували лінійками. Високий учень із величезними вухами малював карикатуру на дошці. Усе рухалось, розмовляло, кричало, верещало, вертілось, вовтузилось, сміялось. Ніхто не звертав ніяковісінської уваги на ошелешену вчительку - практикантку, яка втратила мову і стояла ніби в неї влучила блискавка: то була я. Потім поволі зібралась із духом, підійшла до вчительського стільця і вилізла на нього. Галас припинився як за помахом чарівної палички, і двадцять сім пар дитячих очей здивовано витріщились на мене: «А це що за диво?!»

## 5.

У цю мить я сиджу на занятті з практики мови. Ми обговорюємо проблеми, яких торкається Джон Апдайк у оповіданні «Розлучення». Питання-відповіді ідуть одне за одним нескінченною вервечкою, і я поринаю у роздуми. Позавчора у цю саме пору я відвідувала ще одне заняття з практики. Післязавтра на третій парі я відвідуватиму заняття з практики. Завтра я нікуди не іду. Вирішено, завтра я «прогуляю» заняття, всі до одного! Коли прокинусь після одинадцятої ранку, яскраво світитиме сонечко, щебетатимуть пташки. Я не вискочу з ліжка як навіжена, а лежатиму ще з півгодинки, мріючи про фантастичний сніданок: мюслі із шматочками банана, ківі, апельсина, чашечка запашної міцної кави, аромат якої приємно лоскоче ніздрі, парочка грінок із моїм улюбленим апельсиновим джемом, шматочок голландського сиру, що тане в роті. Я буду насолоджуватись сніданком у ліжку. З плеєра прями́нінько у мої вуха линути́ме хіт Рікі Мартіна. Чекай-но, а хто ж мені подасть сніданок у ліжку?... Раптом я з дахом усвідомлюю, що наша викладачка чекає відповіді на питання, яке щойно мені задала. Уся група дивиться на мене, а моя подруга Юля щось швидко шепоче, не повертаючись у мій бік. Ось тобі і сніданок у ліжку!

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