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SELF-STUDY
FOR STUDENTS MAJORING IN PRE-SCHOOL EDUCATION

Методические рекомендации к самостоятельной работе
студентов-магистрантов по английскому языку

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S45 **Self-study** for students majoring in pre-school education : метод. рекомендации к самостоятельной работе студентов-магистрантов по англ. яз. / Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых ; сост.: Д. Е. Болотов, Н. Ю. Датчук. – Владимир : Изд-во ВлГУ, 2020. – 168 с.

Цель методических рекомендаций – формирование навыков самостоятельной работы с текстами по специальности на английском языке и их интерпретации в устной и письменной форме. Содержат задания, обучающие целеполаганию, определению индивидуального стиля обучения, краткие указания к составлению собственных устных и письменных высказываний (пересказ, реферирование, презентация, эссе, аннотация и т. п.) на основе прочитанных аутентичных специальных текстов.

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

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ОГЛАВЛЕНИЕ

ПРЕДИСЛОВИЕ

Основная задача профессионального образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Решение этой задачи вряд ли возможно только путем передачи знаний в готовом виде от преподавателя к студенту. Необходимо перевести студента из пассивного потребителя знаний в их активного творца, умеющего сформулировать проблему, проанализировать пути ее решения, найти оптимальный результат и доказать его правильность. В этом плане следует признать, что самостоятельная работа студентов является не просто важной формой образовательного процесса, а должна стать его основой.

Роль данного вида учебной деятельности особенно возрастает в настоящее время, когда перед учебными заведениями поставлена задача формирования у обучающихся потребности к постоянному самообразованию, предполагающему способность к самостоятельной познавательной деятельности. Студенты должны уметь пользоваться наиболее распространенными источниками информации, рационально организовать свою деятельность в процессе самообразования. Самообразование рассматривается как средство поиска и усвоения социального опыта. Целенаправленное формирование у человека готовности к самообразованию должно стать одной из основных задач системы образования. В этой связи всё большее значение приобретает самостоятельная работа обучающихся, создающая условия для формирования у них готовности и умения использовать различные средства информации с целью поиска необходимого знания.

Формирование у обучающихся познавательной потребности – одна из важных задач преподавателя. Квалификационные характеристики по специальностям высшего образования новых

образовательных стандартов последнего поколения содержат такие требования, как умение осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития; использовать информационно-коммуникативные технологии для совершенствования профессиональной деятельности; заниматься самообразованием.

В курсе обучения иностранному языку используются различные виды и формы самостоятельной работы, служащие для подготовки студентов к последующему самостоятельному использованию иностранного языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

Целью самостоятельной работы студентов, изучающих иностранный язык, является выработка умений и навыков рациональной работы с текстом, а также формирование умения пользоваться словарями и грамматическими справочниками.

Цель методических рекомендаций – развитие навыков чтения и понимания оригинальных текстов по специальности, коммуникативных умений различных видов речевой деятельности, а также аннотирования и реферирования научной литературы, составления презентаций и устных докладов на английском языке. Таким образом осуществляется подготовка обучающихся магистров к самостоятельной профессиональной деятельности и использованию английского языка специальности (ESP) как в устной, так и в письменной речи.

Методические рекомендации содержат 14 разделов, каждый из которых включает несколько аутентичных текстов по специальности и полезные советы (Learning Tips), адресованные студентам и направленные на развитие навыков интерпретации текстов в устной и письменной форме. При отборе текстов авторы стремились к тому, чтобы материал был насыщен лексикой, связанной с будущей специальностью магистрантов.

Используя методические указания, студенты должны овладеть следующими навыками и умениями:

- совершенствовать продуктивное активное и пассивное освоение специальной лексики английского языка;
- использовать вид чтения, соответствующий адекватному пониманию содержания литературы по специальности;
- работать с учебно-вспомогательной литературой (словарями и справочниками по английскому языку);
- представлять подготовленное материалы на английском языке в устной и письменной форме.

Содержание методических рекомендаций способствует формированию готовности к коммуникации на английском языке при различных ситуациях деловой и учебно-профессиональной сфер общения. Получение знания и навыки могут быть использованы при подготовке и представлении презентаций на английском языке, составлении рефератов и аннотаций к научным статьям, реферировании текстов по специальности и выступлении с устными сообщениями на семинарах и конференциях.

Методические рекомендации разработаны в соответствии с требованиями ФГОС ВО и направлены на личностное и профессиональное совершенствование магистрантов, способствуют развитию когнитивной деятельности, творческих способностей и критического мышления у обучаемых, навыков целеполагания и самостоятельного построения собственного курса освоения дисциплины с учетом индивидуального стиля познания, реальных потребностей и возможностей личности.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА СТУДЕНТАМ

Уважаемый студент!

Вашему вниманию предлагаются Методические Рекомендации (МР) к самостоятельной работе по английскому языку для студентов-магистрантов 1 курса, изучающих историю и готовящихся быть учителями этого предмета в школе.

Основная задача высшего образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Авторы МР полагают, что на современном этапе развития общества и образования важно не дать знания, а научить получать знания в соответствии с реальными потребностями учащихся, пользоваться ресурсами, в том числе и электронными, уметь найти нужную информацию в Интернете. Self-Study формат учебных материалов предполагает именно такой автономный подход в самообразовании.

Методические рекомендации **SELF-STUDY FOR STUDENTS MAJORING IN PRE-SCHOOL EDUCATION** содержат 14 разделов, каждый из которых включает несколько аутентичных текстов по специальности и полезные советы (Learning Tips), адресованные студентам и направленные на развитие навыков интерпретации текстов в устной и письменной форме. При отборе текстов авторы стремились к тому, чтобы материал был насыщен лексикой, связанной с будущей специальностью магистрантов.

Вы не найдете в данных учебных материалах ни упражнений, ни заданий. Более того, Вы вправе создать свой собственный учебный план прохождения тех или иных разделов МР в зависимости от Ваших реальных потребностей и интересов. Мы постарались наполнить наш сборник аутентичными текстами по избранной Вами специальности, которые могут вызвать Ваш профессиональный и познавательный интерес. Представленные оригинальные материалы относятся к различным жанрам научного стиля речи (статья, сообщение и т.п.), а в рекомендациях к каждому разделу Вы найдете

Learning Tips, которые помогут Вам подготовить устное или письменное высказывание на английском языке (реферат, доклад, презентация, эссе и пр.)

Методические рекомендации направлены на личностное и профессиональное совершенствование магистрантов, развитие навыков целеполагания и самостоятельного построения собственного курса освоения дисциплины с учетом индивидуального стиля познания, развитие творческих способностей студентов. 1 и 2 разделы МР помогут Вам начать работу по самосовершенствованию в английском языке для специальных целей (ESP – English for Specific Purposes), а последний, 14 раздел, оценить свою самостоятельную работу и построить планы на будущее в этой сфере саморазвития.

Тематическое планирование самостоятельных работ

№	Название текста	Учебное действие	Стр.
1.	Needs Analysis	Как написать сочинение.	11
2.	Learning style testing.	Как перевести текст по специальности	22
3.	Early childhood education (ECE; also nursery education)	Как составить глоссарий.	40
4.	Early childhood education policy in the United States	Как найти нужную информацию в тексте.	47
5.	Theories of child development	Как составить аннотацию	54
6.	Sharing laughter: The humour of pre-school children with Down syndrome	Как подготовиться к пересказу текста	64
7.	Treating autism spectrum disorders children with Turkish music	Как написать эссе	72
8.	Professional development needs for general education teachers to educate children with autism spectrum disorders	Как подготовить доклад	77

9.	'The role of games in special preschool education	Как подготовиться к реферированию статьи	86
10.	Importance of Computer-Aided Education for Children with ASD	Как подготовить учебную презентацию	101
11.	What is speech and language impairment? Speech disorders. Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome. Management in speech-language pathology	Как подготовить реферат	115
12.	Fighting the Bullying Epidemic: A Practitioner Inquiry into the Effects of an Intervention Strategy on Reaction to Bullying in School-Aged Children with Speech Disabilities	Как подготовить сообщение (монологическое высказывание)	139
13.	Is a Preschool Education Important?	Как составить и оформить статью	153
14.	Self-evaluation skills. Areas to develop	Как оценить свою работу и составить план по дальнейшему саморазвитию в данной сфере профессиональной деятельности	156

Желаем Вам успехов!!!

Unit 1. NEEDS ANALYSIS
КАК НАПИСАТЬ СОЧИНЕНИЕ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- obtain information about Needs Analysis through reading;
- determine your personal needs in learning English;
- write a composition on the topic under discussion.

ДОКЛАД УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА ПО ТЕМЕ: "ЗАЧЕМ НАМ НУЖЕН АНГЛИЙСКИЙ ЯЗЫК ИЛИ РОЛЬ МОЕГО ПРЕДМЕТА В БУДУЩЕЙ ЖИЗНИ УЧЕНИКОВ".

Задачи современной школы состоят в том, чтобы сформировать у своих учеников качества, традиционно присущие интеллигентам. Это - порядочность, ответственность, великодушие, потребность в творчестве, стремление к свободе, умение понимать и принимать другого, а так же телесное и душевное здоровье.

Каждый учитель-предметник призван воспитывать и развивать, каждый учебный предмет должен стать, прежде всего, средством развития личности ученика, а характер и профессионализм учителей важным средством воспитания значимых черт характера и качеств личности ученика. Поэтому, как педагог, я ставлю перед собой цель - ориентироваться на активную, разнообразную и посильную деятельность каждого ученика, обучать вести беседу, диалог, умению слышать, слушать, достойно высказываться и понимать других. И я считаю, что школа должна готовить учеников к будущей жизни, учить общаться и соответствующим образом вести себя в обществе.

Ни для кого не секрет, что знание иностранных языков не только открывает новые перспективы, сулит профессиональное развитие, но и обогащает личность. Не зря говорят "Человек столько раз человек, сколько языков он знает". Изучение английского языка дает нам свободу, свободу в общении в современном

мире. Английский язык является мировым языком, и, живя в современном мире, появляется острая необходимость изучать его. Я, в свою очередь, стараюсь развить и воспитать у моих учеников понимание важности изучения иностранного языка и потребности пользоваться им хотя бы в каких-то жизненных сферах и в своей будущей жизни. Иностранный язык, несомненно, развивает у учащихся патриотические и гражданские качества, уважение и толерантное отношение к другим культурам.

А все же, английский язык, зачем он нам нужен? Но куда сейчас без него. Ни один образованный человек не может не согласиться, что знания английского языка сейчас просто необходимо. Английский язык нужен путешественникам, он нужен учащимся, нужен ученым, преподавателям, бизнесменам, даже играя в игры желательно знать английский язык - он нужен всем! Нас везде окружает английский язык. Английский язык так сильно вошел в нашу повседневную жизнь, что некоторые его даже не замечают и не подозревают об этом. Это касается некоторых английских заимствованных слов. Каждый день многие из нас активно используют такие слова. От слов-оригиналов эти слова отличаются только произношением. Например: офис, менеджер, бизнес, голкипер, форвард, тинэйджер, футбол и т д. А вообразите, сколько таких слов Вы знаете и используете, но даже и не догадываетесь об их значении на иностранном языке. Вывески на английском языке в наших городах, названия магазинов, фирм, предприятий - все на английском языке, таких как Глория Джинс, Офис класс, М-Видео, Арт-Лайф, и мн.др. Что не возьмешь в руки (инструкции, описания, состав, ингредиенты, рецепты, названия лекарств, разной бытовой аппаратуры, и т д) – все на английском языке. Английский язык стал международным языком, от этого уже никуда не денешься. Если Вы знаете английский язык, то можете быть уверены, что не пропадете ни в одной стране мира. Конечно, Вы были в интернете, разве можно путешествовать по просторам глобальной сети, не зная английского языка? Интернет, дающий возможность завести новых друзей из разных стран, разве это возможно без знания английского языка?

Изучить все языки сразу очень трудно, вернее даже не- возможно, да и зачем? Гораздо проще выучить один английский язык, это будет всегда актуально. Таким образом, можно бесконечно приводить множество примеров необходимости знания английского.

Многие ученики понимают значение всего сказанного. Они осознают, что знание иностранного языка им необходимо для продолжения обучения, для осуществления профессиональной деятельности, да и просто в жизни.

Чтобы вызвать интерес к предмету, я стараюсь показывать моим ученикам взаимосвязь иностранного языка с другими учебными предметами (с русским языком, литературой, историей). Вместе с учениками сравниваем и находим схожие и не схожие моменты. С помощью такого сравнения можно достичь и быстрого запоминания слова, и вызвать интерес детей.

Также нельзя обходиться на уроках без аудиозаписей. Живая иностранная речь - неотъемлемый момент в изучении любого иностранного языка. Дети в младшем звене очень любят слушать диалоги и проговаривать за диктором, петь и танцевать на уроке под музыку. Со 2 классами мы за 1 полугодие изучили более 5 песен с определенными движениями. Игры и конкурсы так же обеспечивают успех на уроке. Таким образом, запоминание и усвоение нового учебного материала происходит намного легче.

Большой интерес вызывает у учащихся уроки с использованием ИКТ, компьютера и сети интернет. Они дают нам всем свободу и в общении, нахождении нужной информации.

Старшеклассники, которые проявляют большой интерес, стремятся изучать язык глубже, занимаются исследовательской деятельностью.

Мною были проведены 2 вида опроса учащихся об их отношении к английскому языку и роли этого предмета в их будущей жизни.

Первый опрос был под названием: «Для чего мне нужен английский язык?» Обучающимся были предложены варианты ответов для выбора. Результаты были таковы:

1) Необходим для продолжения обучения и приобретении профессии. 26%
2) Пригодится в жизни, для общения непосредственно с носителями языка. 78%
3) Заставляют родители. 5%
4) Не нужен 0%
5) Не знаю ответа 5%
6) Твое личное мнение. 7% считают, что английский нужен только для общего развития.

Второй опрос был на тему: «Чем интересен мне английский язык?» Результаты были схожи.

1. *Интересно узнавать о новых фактах, удивительных событиях.*
2. *Интересно узнавать о жизни людей и их деятельности.*
3. *Интересно выяснять причины событий.*
4. *Интересно слушать объяснения учителя по этому предмету.*
5. *Интересно самому находить дополнительные сведения, готовить сообщения, выступать с ними перед классом.*
6. *Интересно, так как учитель преподает необычно и этим привлекает учеников.*
7. *Интересно, так как этот предмет дается мне легко.*
8. *Этот предмет связан с другими предметами, которые входят в круг моих интересов.*
9. *Интересно, так как по этому предмету легко получить отметку.*

Исходя из всего сказанного можно сделать вывод, что потребность в английском языке растет с каждым годом. Английский шагает огромными шагами в нашу жизнь. Приходится учить английский, чтобы быть в ногу со временем. Стоит еще отметить, что учиться никогда не поздно…

Different students have different wants and needs. That's a given. Some want to speak better, some want to write formal letters and some just want to get by at work with the bare minimum necessary. But of course, who really knows?

Your students know, of course!

But, actually… many times the students themselves don't know what they truly want! They just feel like their English isn't as great as they'd like it to be, but they aren't exactly sure what they want to get out of their lessons (#1 reason ESL adult learners exist, true story).

Sure, you could ask them the simple question "What do you want to get from this class?" or "What results do you want?" but the answers to these questions only say so much. They might not have time or the right guidance to really think that question through and give you the level of personal insight you need as an educator. These questions are like when the guidance counselor asks high school students "What do you want to do?". How do you even start tackling that question when you yourself haven't thought about it much yet?

What students really need is guided reflection. They need to unpack their own thoughts and feelings regarding English learning.

It's up to us to do the guiding, so they can do their reflecting.

Asking some more simple yet purposefully targeted questions could help both the learner and the teacher get to the real meat of the answer. With some deeper, juicier questions regarding much more than abilities, ones geared more towards attitudes and aspirations, you could finally find out what your students truly want. Then you can figure out how the class can best be designed to accommodate the learners themselves.

After all, if you're teaching ESL to adults, chances are you're working with more of a business than a traditional school—making them more your customers than your students. That's quite different than a primary school and the students there. ESL adults are customers and good business tactics tell us to cater to the customer.

For these reasons and more, I've developed the ultimate questionnaire for adult ESL students!

This questionnaire goes deeper than any other into finding out what students want to get out of their English learning experience.

With this in-depth survey, teachers can gain a further insight into the wants, needs and attitudes the students have towards English. Sometimes students may be unsure themselves why they're taking English classes, which is a big challenge to overcome.

As they say, "how can you score the goal when you don't know where the goalpost is?"

What to Expect When Teaching ESL to Adults

Now, before I go into the questionnaire itself, I'd like to share my own account of what happened while I was trying to find out what my adult ESL students wanted—before it ever occurred to me to create the questionnaire.

I was like most ESL adult teachers, asking the vague question of "What do you want?" to students and getting all sorts of superficial and fuzzy answers.

"I want to speak fluently."

"I want to speak well."

“I want to speak English.” (said while talking to me in English)
“I want to watch TV shows without subtitles.”
These were some common answers I would receive, which all tell me… almost nothing.
First of all, the definitions of these words and phrases—like “fluently” and “well”—are highly subjective. People have different opinions on what is “fluent,” “well” and other buzzwords that come up with learning English. Getting these kinds of answers, I realized the clarity I needed wasn’t really there.
That’s why I developed this questionnaire, to bring the clarity out of the fog and extract specific, measurable and achievable goals from students.

The Purpose of the Adult ESL Questionnaire

The questionnaire is intended to be given to students before the first class (if possible) or as the first homework assignment, then discussed the next day in class.
It works even better with groups so everyone can collaborate, relate to each other and develop an interest in each other since they may share similar feelings and objectives.
No matter how many students you’re working with, the next day’s discussion is vital and should be used to explain that the curriculum and rhythm will be catered to them. If there are varying goals and objectives, then it’s best to focus on the feelings towards English part and to keep the class more broadly focused. Then you can create special assignments where students can choose topics or work groups based on particular interests.
For example, if you have one private student who’s pretty clear that his only use for English is for his conference calls at work, which currently make him feel nervous every time they come up, then it’s best to focus his one-on-one course on helping him to feel more comfortable while speaking and listening, training his ear with different accents and practicing various scenarios of conference calls.
If you have a class of five adults with varying wants ranging from improving confidence to just chatting with their in-laws, it’s best to mix a little of each desired aspect into the class and focus more on the emotional

aspect, generally helping the students feel more comfortable with the English language. Then you can set up certain classes and assignments to target all their different needs.

Ready to start assessing? All right, then!

Students' Questionnaire:
Why Do You Want to Learn English ?

Name:.....

Age:.....

No. of years learning English …

Sex: .....

Nationality: .....

Parents' nationalities: .

No. of visits to an English-speaking country:

No. of visits to an English-speaking country lasting more than three months:.

Own/use computer ? .....

Use Internet? ... In English? .....

Probable Future Occupation:.....

If you could live and work in any European town/city, which one would you choose ? .....

How important is each of the following to you ? (Give each one a mark from 0-5, where 0 means 'not important at all' and 5 means 'extremely important').

I need/use English in order to:

	0	1	2	3	4	5
1. meet foreigners						
2. make friends with foreigners						
3. travel abroad						
4. work abroad						
5. keep in touch with foreign friends						
6. prepare myself for living abroad one day						

7. improve my knowledge of foreign languages in general						
8. think and/or behave like British/American/Australian people do						
9. be similar to British/American/Australian people						
10. get to know various foreign cultures/peoples						
11. learn about the English-speaking world						
12. understand the history and culture of the English-speaking nations						
13. understand cultural/world events better						
14. get to know about the everyday life of the English-speaking nations						
15. be better educated in general						
16. have new experiences						
17. broaden my outlook on life						
18. succeed in life						
19. improve my employment prospects in later life						
20. fulfill my parents'/family's/society's expectations of me						
21. pass the final exams and get a degree						
22. understand English-language films/DVD's/videos						
23. read English-language books						
24. read English-language newspapers/magazines						
25. read instruction manuals in English						
26. surf the Internet						
27. communicate via social media						
28. understand English-language pop music						

I need English …
My personal goal(s) in English is/are …
My professional goal(s) in English is/are …

My expectations in mastering English:

- **Vocabulary**

  _____

- **Grammar**

  _____

- **Reading**

  _____

- **Speaking**

  _____

- **Writing**

  _____

Learning Tips:
Как написать сочинение.

Сочинение имеет четкую структуру и состоит из трех частей: введения, основной части и заключения. При этом основная часть может состоять из нескольких абзацев.

Введение: начните с общего представления темы и раскрытия ее двойственного характера. Не повторяйте слово в слово название темы. Дайте собственную интерпретацию предложенной темы, используя перифраз, синонимы, пословицу или афоризм.

Основная часть: в отдельных абзацах(!), высказывается собственная точка зрения и рассматриваются другие точки зрения, а также высказываются мысли по поводу того, почему та или иная точка зрения кажется слабой или неубедительной.

Заключение: необходимо четко подвести итог сказанному, но при этом найти консенсус между противоречивыми точками зрения. Заключение должно строго соотноситься с введением, но не повторять его и соответствовать теме.

Следует помнить, что тематическое высказывание - это не просто набор предложений, а связный текст. Данные ниже конструкции, слова и фразы могут помочь представить мысли логично и упорядочение.

Для вводной части:

To start (to begin) with...; I'd like to begin by saying that ...; It is well known that...; It is common knowledge that...;It is universally acknowledged that...; One cannot deny that...; The question arises... .

Для связи предложений в цельный текст:

Moreover, ...; Furthermore, ...; Let us know turn to...; With regard to...it should be said that...; It is important to realize that...; It is also important to know (to remember, to state) that...: We must not forget that...; It is worth mentioning that...; It is also important that...; It should be emphasized that...; I'd like to point out that... .

Для противопоставления/сравнения:

On the one hand...: On the other hand...; In contrast (with that),...; To compare with...; On the contrary....

Для представления своей точки зрения:

I believe that...: To my mind, ...; In my opinion,...; From my point of view... .

Для представления примеров:

For example...: For instance...; A case in point is...; I'd like to illustrate this point by describing...; Fm convinced that... .

Для подведения итогов/заключения:

In conclusion...: To conclude/sum up...; All things considered...; Taking everything into account/consideration...: As a result...; To conclude...; Thus, it becomes clear that...; I'd like to finish by saying that...; From what has been said it follows that....

Вот некоторые советы, которые помогут вам написать сочинение:

- Планируя текст, решите, сколько должно быть абзацев и как распределить мнения (свое и других людей) по абзацам.
- В процессе написания текста обратите особое внимание на построение каждого абзаца. Начните каждый из них предложением, которое выражает основную мысль.

- Следует обратить особое внимание на употребление оценочной лексики и использование связующих слов между абзацами.
- Помните, что тематическое высказывание такого типа пишется неофициальным стилем. В нем необходимо четко изложить свои суждения и выразить не столько чужое, сколько свое мнение, подкрепляя его вескими аргументами.
- Проверяя работу с точки зрения содержания, обратите особое внимание на заключение, которое должно содержать основные выводы из всего текста.

  Проверьте, нет ли в работе грамматических ошибок или ошибок в написании слов, и вписывается ли она в установленный лимит слов.

Unit 2. LEARNING STYLE TESTING
КАК ПЕРЕВЕСТИ ТЕКСТ ПО СПЕЦИАЛЬНОСТИ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- obtain information about Learning Styles through reading;
- determine your personal Learning style ;
- translate an ESP text.

Learning styles

From Wikipedia, the free encyclopedia

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning.[1] The many theories share the proposition that humans can be classified according to their 'style' of learning, but differ in how the proposed styles should be defined, categorized and assessed.[1]:8 A common concept is that individuals differ in how they learn.[2]:266

The idea of individualized learning styles became popular in the 1970s,[3] and has greatly influenced education despite the criticism that the idea has received from some researchers.[4]:107–108 Proponents recommend that teachers have to run a needs analysis to assess the learning styles of their students and adapt their classroom methods to best fit each student's

learning style.[5] Although there is ample evidence that individuals express preferences for how they prefer to receive information,[4]:108 few studies have found any validity in using learning styles in education.[2]:267 Critics say there is no consistent evidence that identifying an individual student's learning style, and teaching for specific learning styles, produces better student outcomes.[4][6]:33 There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion".[7] Well-designed studies contradict the widespread "meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style.[4] They further show that teachers cannot assess the learning style of their students accurately.[8]
There are substantial criticisms of learning-styles approaches from scientists who have reviewed extensive bodies of research.[1][4] A 2015 peer reviewed article concluded: "Learning styles theories have not panned out, and it is our responsibility to ensure that students know that."[2]:269

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HONEY AND MUMFORD LEARNING STYLES

by Ruby Rumson

Honey and Mumford learning styles were developed by Peter Honey and Alan Mumford in 1986. Their work is inspired from and built upon Kolb's learning styles model (Leaver, 2005). however, they produced their own Learning Styles Questionnaire (LSQ) because it was found that Kolb's LSI had low validity with managers.

Therefore instead of asking people directly how they learn, as Kolb's LSI does, Honey and Mumford gave a questionnaire that probes general behavioral tendencies. The rationale behind this is that most people have never consciously considered how they really learn. And to be an effective learner, individuals must know about their learning styles or preferences and find ways to learn using those methods.

To help with finding the correct learning style or preference, Honey and Mumford have developed a questionnaire built on a continuum as the figure shows below. Knowing your learning style helps individuals to

make smarter decisions in adjusting the learning opportunities and your preference of best learning, increases the range and variety of experiences which are potential learning opportunities, improves learning skills and awareness (Zwanenberg, 2016).

Learning styles:

The four learning styles are (Mobbs, 2010):

Activists: Activists are those individuals who learn by doing. Activists need to get their hands filthy. They have a receptive way to deal with learning, including themselves completely and without inclination in new encounters. The learning activities can be brainstorming, problem solving, group discussion, puzzles, competitions, role-play etc

Theorists: These learners get a kick out of the chance to comprehend the hypothesis behind the activities. They require models, ideas and truths with a specific end goal to participate in the learning procedure. Like to break down and integrate, drawing new data into a methodical and consistent 'hypothesis'. Their choice of learning activities includes models, statistics, stories, quotes, background information, applying concepts theoretically etc.

Pragmatists: These individuals have the capacity to perceive how to put the learning into practice in their present reality. Conceptual ideas and recreations are of constrained utility unless they can see an approach to put the concepts practically in their lives. Experimenting with new ideas, speculations and methods to check whether they work is their mode of action. They learn better through taking time to think about how to apply learning in reality, case studies, problem solving and discussion.

Reflectors: These individuals learn by watching and contemplating what happened. They may abstain from jumping in and prefer to watch from the sidelines. They want to remain back and see encounters from various alternate points of view, gathering information and using the opportunity to work towards a suitable conclusion. They like paired discussions, self-analysis questionnaires, personality questionnaires, time out, observing activities, feedback from others. coaching, interviews etc.

Another survey by Peter Honey did not reveal any particular 'e-learning styles', although as a result of his research he speculated that

‘Activists’ (those with an open-minded approach to learning and wish to involve themselves fully in the experience) would want the pace to be faster and the chunks of time to be shorter than ‘reflectors’ (those that prefer to stand back and view experiences from an number of different perspectives first).

He also suggests that Activists might find it more difficult to motivate themselves and find time to complete the tasks than ‘Theorists’ (who like to analyze and synthesize, drawing new information into a systematic and logical theory) and ‘Pragmatists’ (experimenters, who try out new ideas and techniques to see if they will work) who are likely to be more disciplined and better at planning it into their schedules. Time management skills are particularly important for effective on-line study.

Resources:

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Honey and Mumford

Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: **Activist**, **Theorist**; **Pragmatist** and **Reflector**. These

are the learning approaches that individuals naturally prefer and they recommend that in order to maximize one's own personal learning each learner ought to:

- understand their learning style
- seek out opportunities to learn using that style

To understand your particular learning style Honey and Mumford have developed a Learning Style Questionnaire [see further reading] and with this information you will be in a far better position to do three really useful things [quoting P. Honey]:

1. "Become smarter at getting a better fit between learning opportunities and the way you learn best. This makes your learning easier, more effective and more enjoyable. It saves you tackling your learning on a hit-and-miss basis. Equipped with information about your learning preferences, you'll have many more hits and fewer misses."
2. "Expand the 'band width' of experiences from which you derive benefit. Becoming an all-round learner, increases your versatility and helps you learn from a wide variety of different experiences - some formal, some informal, some planned and some spontaneous."
3. "Improve your learning skills and processes. Increased awareness of how you learn, opens up the whole process to self-scrutiny and improvement. Learning to learn is your most important capability since it provides the gateway to everything else you want to develop."

Note: However, to be an effective learner you should also develop the ability to learn in other styles too.

Honey and Mumford: Learning Style Questionnaire

Measure employees' preferred style of learning on a self directed basis with the Learning Styles Questionnaire.

"Learning to learn is your most important capability since it provides the gateway to everything else you want to develop. How you learn is a key, if not the key life skill." Peter Honey (2016)

The Honey and Mumford Learning Styles Questionnaire was developed by Peter Honey and Alan Mumford. It has been used extensively within the industry and academia for over 35 years. A highly

cost-effective self-development instrument, the Learning Styles Questionnaire (LSQ) is designed to measure learning preferences in individuals aged 16+.

The LSQ is based on David Kolb's Learning Cycle theory which looks directly at how individuals learn, rather than their tendencies to learn.

The questionnaire is available in 40 or 80-items and is designed to stimulate individuals and groups into thinking about how they prefer to take in information and learn from experiences; it follows the learning cycle (do; review; conclude & plan).

Once an individual's preference for learning style has been identified, they are better placed to choose learning experiences that suit their predominant style(s). Helping them learn more easily and more effectively from a range of different learning opportunities.

Benefits

Thousands of organisations globally have benefited from staff completing the Learning Styles Questionnaire by discovering which style of learning they prefer, then attempting to improve less preferred styles. The LSQ questionnaire is a highly cost-effective self-development instrument. LSQ is a useful tool for supporting the learning and development of individuals.

What does the Honey and Mumford Assessment measure?

The aim of the Learning Styles Questionnaire is to equip you with the skills needed to be an all-round learner in all four phases of the learning cycle – experiencing, reviewing, concluding and planning.

Once someone knows their learning style preferences, they are better equipped to choose learning experiences that suit their predominant style(s). This helps them learn more easily and more effectively from a range of different learning opportunities.

The LSQ measures an individual's preference for a particular type of learning style: Activists, Reflectors, Theorists, and Pragmatics. The highest score indicates the type of learner you are which corresponds to your learning preference.

The output report provides your results as a Raw Score (amount of statements you agreed with), percentile score (comparing your raw score to a group of others who have previously completed the LSQ), and visual graph (indicates the strength of your preference for each style).

Learning Style	Type of Learner	Learning preference
Activists	**Hands on**	**Trial and error**
Reflectors	**Tell me**	**Briefed before proceeding**
Theorists	**Convince me**	**Clarity – Does this make sense?**
Pragmatists	**Show me**	**Likes an expert to demonstrate**

There are numerous ways that managers, teams and individuals – can use the information about learning style preferences beneficially. For example, the information can be used to: The output report also contains 'suggestions for action' for each style which will help you identify activities which may help you learn best, and activities which you may prefer to avoid, an overview of the statements you have most disagreed with and a personal development plan to help you improve less preferred, or under-utilised learning preferences.

- Design better blended learning programmes.
- Predict (and identify early) learning difficulties.
- Constitute effective learning groups or teams.
- Allocate roles in role-plays or other participative training exercises.
- Encourage people to produce action plans/personal development plans.

Four key learning styles

There are four learning styles that describe preferences in learning differences. These are:

- **Activist Learning Style:** Activists like to take direct action. They are enthusiastic and welcome new challenges and experiences. They tend to be flexible, open-minded and enjoy getting involved and participating with others.
  - In contrast to other styles, activists will excel at learning when they are allowed to: generate lots of ideas, or are involved with other people to bounce ideas around. However, they may find it difficult to learn when:

learning involves a passive role or are asked to repeat the same tasks on rote.

○ **Reflector Learning Style**: Reflectors tend to be methodical, thorough and careful. They enjoy reading and listening, and undertake a thorough analysis of experiences before drawing conclusions.

■ In contrast to other styles, reflectors will excel at learning when they are allowed to: think or watch over ideas, or are given time to prepare or read the information in advance. However, they may find it difficult to learn when: forced to take centre stage or given insufficient information to draw conclusions.

○ **Theorists Learning Style:** Theorists like to see how things fit into an overall picture. They are logical and objective learners who adopt a sequential approach to problems. They tend to be rational, analytical and perfectionists.

■ In contrast to other styles, theorists will excel at learning when they are allowed to question and challenge assumptions or are given a clear purpose with which to work. However they may find it difficult to learn when: material provided is not methodically sound, or the activity is unstructured and uncertain.

○ **Pragmatist Learning Style:** Pragmatists like to see how things work in practice. They tend to be practical, down to earth and realistic. They like "how-to" hints and techniques and the opportunity to try out learning.

■ In contrast to other styles, pragmatists will excel at learning when they are allowed to: immediately implement what they have learnt, or learn by demonstration. However they may find it difficult to learn when: methods and decisions are convoluted and stalling, or there are obstacles to implementation.

A sample of 300 managers shows that it's common to have one or two strong preferences (59%) and that it's very unusual to have four strong preferences (2%.)

The Honey and Mumford Learning Cycle

The learning cycle as shown below is based upon David Kolb's Learning Cycle, it demonstrates how our learning preferences whilst

learned, can change over time – either because we require them to or due to a change in circumstance (a different job requiring new skill sets).

There are four stages to the learning cycle, each is equally weighted and plays an equal part in the process.

● **Experiencing** – Experiences may be reactive or proactive, being open to new opportunities your potential to learn expands.

● **Reviewing** – to learn from an experience it is vital to review what has happened and find ways of changing the circumstances.

● **Concluding** – Using the raw material from meetings to provide lessons learned, conclusions and answers.

● **Planning** – Being able to use the conclusions to forward plan and create an action plan moving forward.

Honey and Mumford built upon this model by suggesting there is an association between the learning cycle and learning styles. An individual with a preference for the Reflector learning style may excel in reviewing information but find it harder to provide action plans going forward if the information is incomplete. By engaging in all four stages learners can develop new activities and styles that will enable them to become more effective and efficient learners.

Building on the work of Kolb, Honey and Mumford define four learning styles. The model is quite similar to Kolb's, and it has enjoyed considerable uptake in educational circles (Honey & Mumford, 1982).

***P – Pragmatists*:** These individuals are keen to try out ideas, theories and techniques to see if they work in practice. They are pragmatic and grow bored with long discussions. They seek out solutions with determination, and value new ideas if they have practical applications. They prefer to reach decisions and implement actions quickly.

***A – Theorists*:** Theorists enjoy collecting and integrating data to form complex but logically sound solutions. They like to analyze, synthesize and think things through. They can be impersonal, detached people dedicated to rational objectivity.

***E – Reflectors*:** These people like to stand back and ponder experiences, postponing conclusions and ruminating over possibilities. They gather

information and think through the experiences thoroughly. They are thoughtful, and they often have a slightly distant, tolerant air towards others.

***I – Activists*:** These people enjoy new experiences. They are gregarious, open-minded and enthusiastic. They thrive on challenge and new experiences, and strongly prefer immediacy and spontaneity to planning or regimentation.

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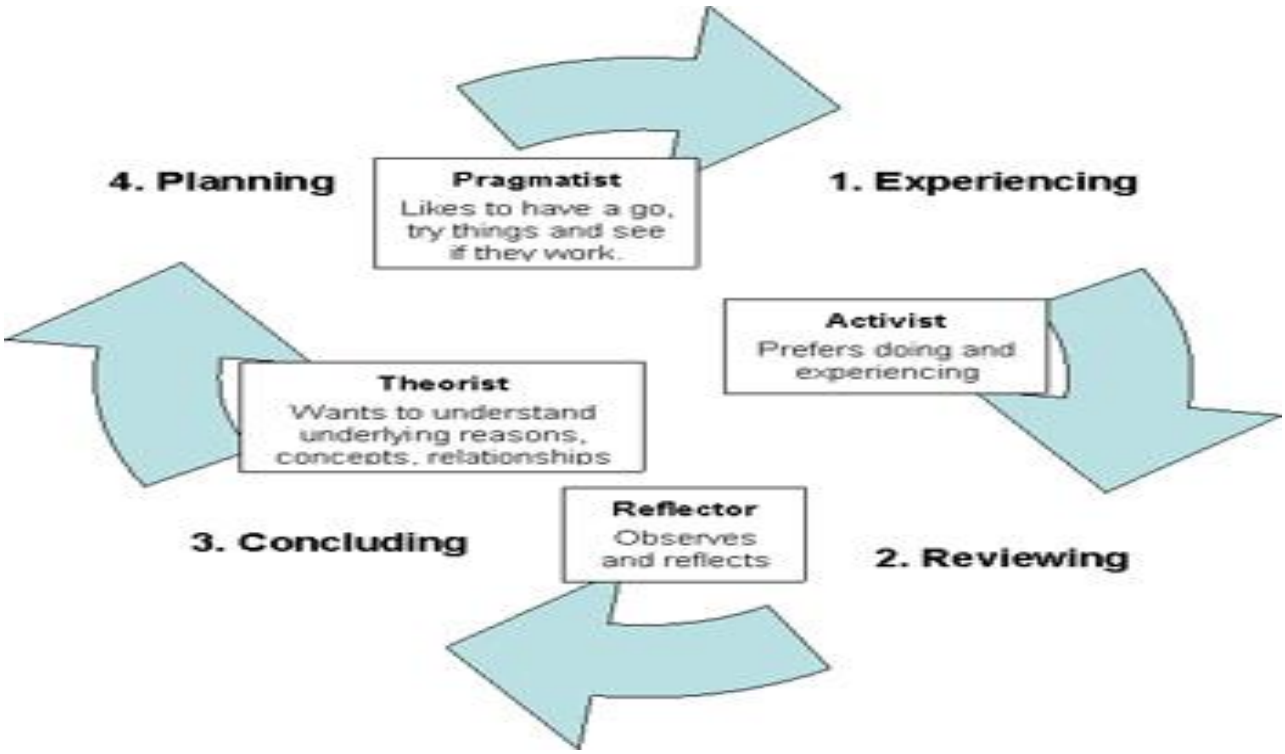


LEARNING STYLE QUESTIONNAIRE

Based on David A. Kolb, *Learning Style Inventory*

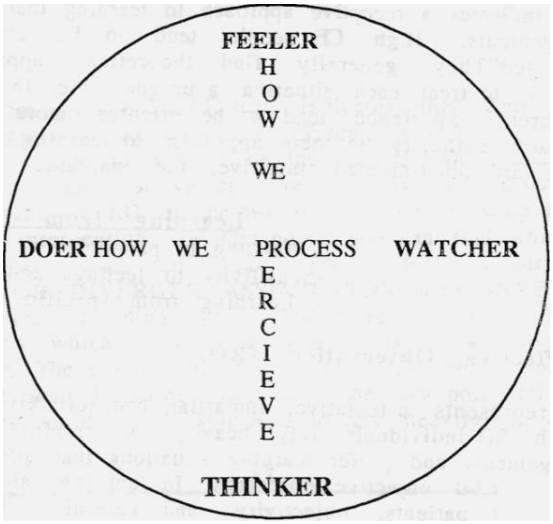
Finish the sentences,
putting numbers from 4 (the most preferable) to 1 (the least preferable)

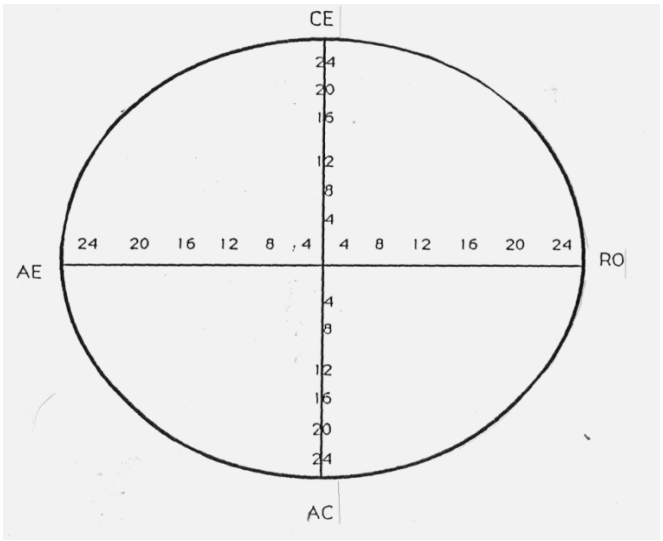
Most ← → Least
4 3 2 1

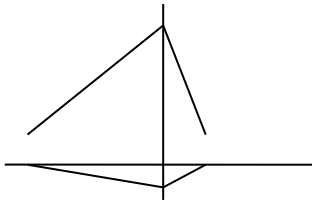
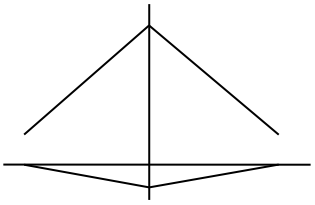
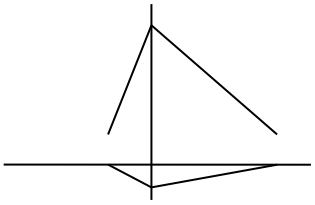
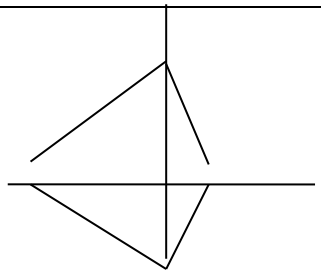
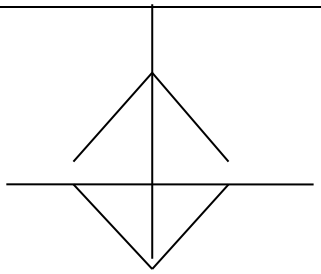
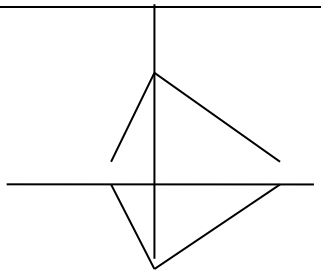
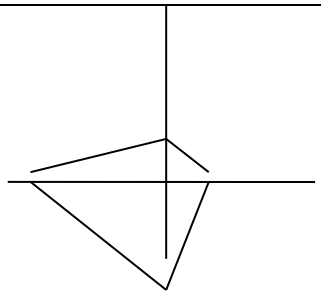
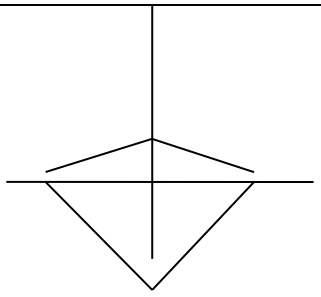
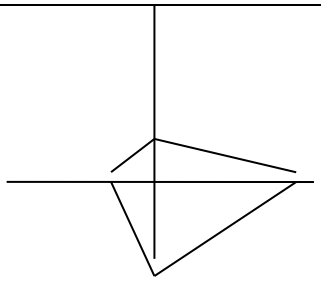
	A	B	C	D
1. As a learner I am …	_ open-minded	_ careful	_ practical	_conceptual
2. While I learn, I like to …	_ consider the meaning	_ work with others	_ analyze	_try things myself
3. I learn best, when I …	_ have strong feelings	_ have time to reflect	_ just do it	_ fully understand the ideas
4. When I learn. I am …	__ reserved	_ sensitive	_ reasonable	_a risk-taker
5. While learning I prefer to …	_trust my intuition	_ watch and listen	_ be active	_ depend on logic
6. When I learn, I …	_ are receptive	_ consider all sides	_ evaluate the facts	_am responsible and get things done

Make necessary calculations and draw the figure in the circle below.

	OE	RO	AC	AE
	1A,2B, 3A,4B, 5A,6B	1B,2A, 3B,4A, 5B,6A	1D,2C, 3D,4C, 5D.6C	1C,2D, 3C,4D, 5C,6D





		
Initiating	**Experiencing**	**Imagining**
		
Acting	**Balancing**	**Reflecting**
		
Deciding	**Thinking**	**Analyzing**

Concrete Experience (CE)

CE indicates a receptive approach to learning that relies heavily on feeling based judgments. High CE people tend to be emphatic and "people-oriented.

They generally find theoretical approaches unhelpful and prefer to treat each situation a unique case. Individuals who emphasize concrete experiences tend to be oriented more towards peers and less towards authority in their approach to learning. In a teaming situation they are open-minded, intuitive and adaptable.

Learning from Feeling

Relating to people
Sensitivity to feelings and people
Learning from specific experience

Reflective Observation (RO)

RO represents a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgments and prefer learning situations that allow them to take the role of impartial objective observers. In learning situations, these individuals rely on patience, objectivity and careful judgment, but would not necessarily take any action. They rely on their own thoughts and feelings to form opinions

Learning by Watching

Careful observation before making a judgement
Viewing things from different perspectives
Looking for the meaning of things

Abstract Conceptualization (AC)

AC indicates an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. High AC individuals tend to be more oriented towards things and symbols and less towards other people. They learn best in authority directed, impersonal situations that emphasize theory and systematic analysis.

They are frustrated by and benefit little from unstructured, "discovery" learning approaches.

Learning by Thinking

Logical analysis of ideas
Systematic planning
Acting on an intellectual understanding of the situation

Experimentation (AE)

AE indicates an active "doing" orientation to learning that relies heavily on experimentation. High AE individuals learn best when they engage in projects or small group discussion. They dislike passive learning situations such as lectures. AE individuals value getting things done and seeing the results of their influence and ingenuity.

Learning by Doing

Ability to get things done
Risk taking
Influencing people and events through action

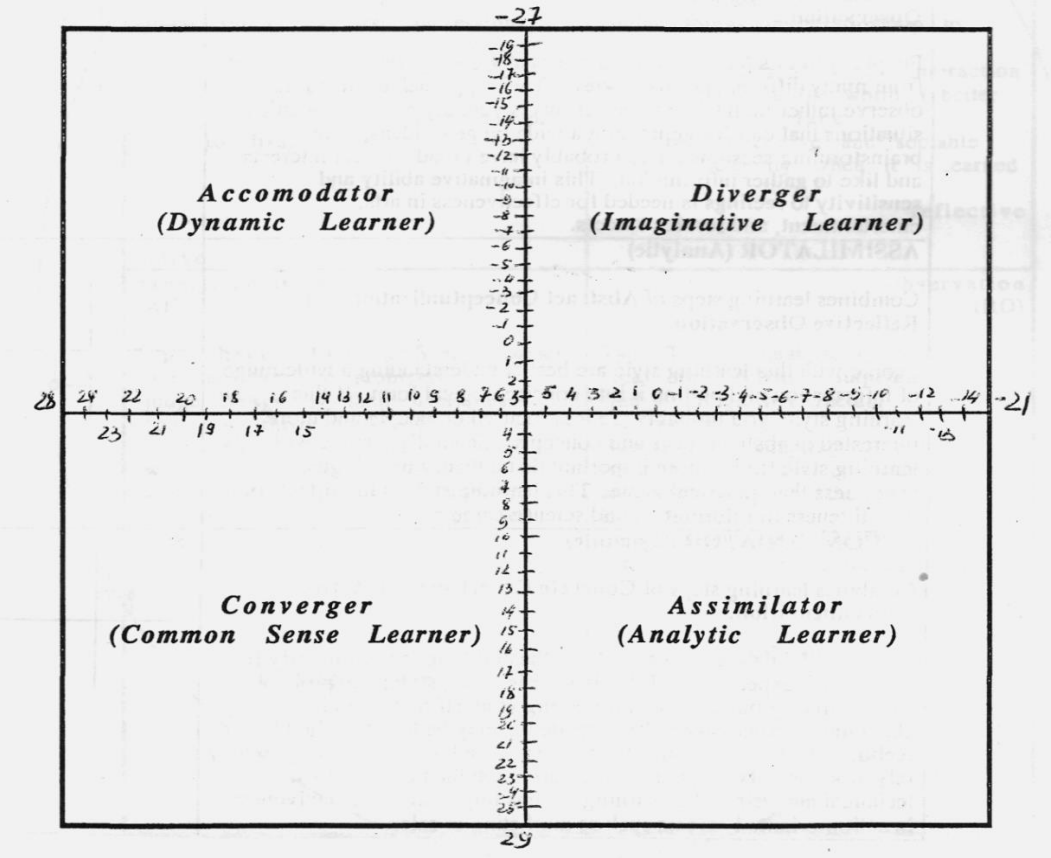
Learning Style Type Grid

Take your scores for the four learning modes,AC,CE,AE and RO and substract as follows to get your two *combination scores.*

AC-CE= **AE-RO=**

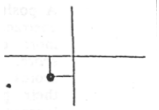
A positive score on the AC-CE scale indicates that your score is more abstract. A negative score on the AC-CE scale indicates that your score is more concrete. Likewise a score on the AE-RO scale indicates that your scores are either more active or more reflective. By marking your two scores AC-CE and AE-RO, on the two lines of the following grid and plotting their point of interception, or data point, you can find which of the four learning styles you fall into. These four quadrants, labeled ACCOMODATOR, DIVERGER, ASSIMILATOR and CONVERGER represent the four dominant learning styles. The quadrant of the Learning-Style Type grid into which your data point falls shows your preferred learning style. The closer the data point to the center of the grid the more balanced your Learning Style is. If the

data point falls near any of the far corners of the grid, you tend to rely heavily on one particular learning style.



The Four Learning-Style Types

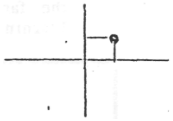
Converger (Common Sense)



*Combines learning steps of **Abstract Conceptualism** and **Active Experimentation***

People with this learning style are best in finding practical uses for ideas and theories. If this is your proffered style, you have the ability to solve problems and make decisions based on finding solutions to questions or problems. You would rather deal with technical tasks and problems than with social and interpersonal issues. Theses learning skills are important for effectiveness in specialist and technology career.

Diverger (Imaginative)

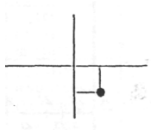


*Combines learning steps of **Concrete Experience** and **Reflective Observation***

People with this learning style are best at viewing concrete situations from many different points of view. Their approach to situations is to observe rather than take action. If this is your style, you may enjoy situations that

call for generating a wide range of ideas, as in brainstorming sessions. You probably have broad cultural interests and like to gather information. This imaginative ability and sensitivity to feelings is needed fro effectiveness in arts, entertainment, and service career.

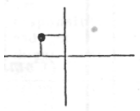
Assimilator (Analytic)



Combines learning steps of ***Abstract Conceptualization*** *and* ***Reflective Observation***

People with learning style are best at understanding a wide range of information and putting it into concise logical form. If this is your learning style, you probably are less focused on people and more interested in abstract ideas and concepts. Generally people with this learning style find it more important that a theory have logical soundness than practical value. This learning style is important for effectiveness in information and science career.

Accommodator (Dynamic)



Combines learning steps of ***Concrete Experience*** *and* ***Active Experimentation***

People with this learning style have the ability to learn primarily from "hands-on" experience. If this is your learning style, you probably enjoy carrying out plans and involving yourself in new and challenging experiences. Your tendency may be to act on "gut" feelings rather than on logical analysis. In solving problems, you may rely more heavily on people for information than on your own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales.

Based on David A. Kolb, *Learning Style Inventory*

Learning Tips

Как перевести текст по специальности

Методические рекомендации по самостоятельной работе с текстом

При работе с текстами студент должен обладать умением извлечь информацию из специальных текстов, т.е. должен иметь

определенные навыки и умения в области иностранного языка вообще и в области технического перевода в частности.

Работа над техническим переводом включает в себя два этапа:

1. Подготовительная работа к переводу:

1) просмотровое чтение оригинала;

2) разметка текста (на полях);

3) использование словарей и справочников;

4) консультация у специалистов.

2. Работа над переводом текста:

1) обдумывание перевода;

2) перевод и запись его;

3) проверка соответствия перевода оригиналу;

4) редактирование перевода без обращения к иностранному тексту с целью освобождения текста от несвойственных русскому языку выражений и оборотов;

5) переписка готового варианта перевода.

Методические рекомендации по переводу текста

1. Текст, предназначенный для перевода, следует рассматривать как единое смысловое целое.
2. Начинай перевод с заглавия, которое, как правило, выражает основную тему данного текста.
3. Постарайся понять содержание всего текста, прочитай его целиком или большую его часть, а затем приступай к отдельным его предложениям.
4. Старайся понять основную мысль предложения, опираясь на знакомые слова и выражения, а также на слова, схожие с родным языком или о значении которых можно догадаться из содержания.
5. Выполни перевод всех неизвестных тебе слов.
6. Отредактируй переведенные предложения так, чтобы они были построены на русском языке грамматически и стилистически верно.
7. Когда текст переведен полностью, прочитай его весь целиком и внеси необходимые стилистические поправки.

Чтобы понимать читаемую литературу по специальности необходимо овладеть определенном запасом слов и выражений:
1) для этого регулярно читайте на английском языке учебные тексты, газеты, оригинальную литературу по специальности;
2) точное и полное понимание текста осуществляется путем изучающего чтения, которое предполагает умение самостоятельно проводить лексико-грамматический анализ текста;
3) при этом развивайте навыки пользования отраслевыми терминологическими словарями и словарями сокращений;
4) используйте имеющийся в тексте иллюстративный материал, схемы, формулы и т.п.;
5) применяйте знания по специальным, общетехническим, общеэкономическим предметам в качестве основы смысловой и языковой догадки;
6) при обсуждении текста вам могут быть заданы вопросы не только по содержанию, но и на расширение информации в пределах ваших знаний по специальности. Знания по специальным дисциплинам помогут понять английский текст по специальности.

Unit 3. EARLY CHILDHOOD EDUCATION
КАК СОСТАВИТЬ ГЛОССАРИЙ.

Competencies:

Upon the fulfillment of this unit you'll be able to:

- read about early childhood education ;
- develop terminology glossary.
- comment on the topic under discussion.

Early childhood education (**ECE**; also **nursery education**) is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE emerged as a field of study during the Enlightenment, particularly in European countries with high literacy

rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years, early childhood education has become a prevalent public policy issue, as municipal, state, and federal lawmakers consider funding for preschool and pre-K. It is described as an important period in a child's development. It refers to the development of a child's personality. ECE is also a professional designation earned through a post-secondary education program. For example, in Ontario, Canada, the designations ECE (Early Childhood Educator) and RECE (Registered Early Childhood Educator) may only be used by registered members of the College of Early Childhood Educators, which is made up of accredited child care professionals who are held accountable to the College's standards of practice.

While the first two years of a child's life are spent in the creation of a child's first "sense of self", most children are able to differentiate between themselves and others by their second year. This differentiation is crucial to the child's ability to determine how they should function in relation to other people. Parents can be seen as a child's first teacher and therefore an integral part of the early learning process. Early childhood attachment processes that occur during early childhood years 0–2 years of age, can be influential to future education. With proper guidance and exploration children begin to become more comfortable with their environment, if they have that steady relationship to guide them. Parents who are consistent with response times, and emotions will properly make this attachment early on. If this attachment is not made, there can be detrimental effects on the child in their future relationships and independence. There are proper techniques that parents and caregivers can use to establish these relationships, which will in turn allow children to be more comfortable exploring their environment. Academic Journal Reference.· This provides experimental research on the emphasis on caregiving effecting attachment. Education for young students can help them excel academically and socially. With exposure and organized lesson plans children can learn anything they want to. The tools they learn to use during these beginning

years will provide lifelong benefits to their success. Developmentally, having structure and freedom, children are able to reach their full potential.

Children's learning potential and outcomes are negatively affected by exposure to violence, abuse and child labour. Thus, protecting young children from violence and exploitation is part of broad educational concerns. Due to difficulties and sensitivities around the issue of measuring and monitoring child protection violations and gaps in defining, collecting and analysing appropriate indicators, data coverage in this area is scant. However, proxy indicators can be used to assess the situation. For example, ratification of relevant international conventions indicates countries' commitment to child protection. By April 2014, 194 countries had ratified the CRC3; and 179 had ratified the 1999 International Labour Organization's Convention (No. 182) concerning the elimination of the worst forms of child labour. But, many of these ratifications are yet to be given full effect through actual implementation of concrete measures. Globally, 150 million children aged 5–14 are estimated to be engaged in child labour. In conflict-affected poor countries, children are twice as likely to die before their fifth birthday compared to those in other poor countries. In industrialized countries, 4 per cent of children are physically abused each year and 10 per cent are neglected or psychologically abused.

A **preschool teacher** is a type of early childhood educator who instructs children from 2 to age 4, which stands as the youngest stretch of early childhood education. Early childhood education teachers need to span the continuum of children from birth to age 8.. The term "pre-kindergarten" refers to those lead teachers who offer instruction in a program for four-year-olds funded as part of the state public school system. Preschool teachers must be able to work well and interact with young children, sometimes as young as 2 years 9 months. Preschool children have a short attention span and their worries are usually fairly simple. Most preschoolers are loving, affectionate, and playful, and like to play games, be read to, or play with toys. Teachers seeking to be early childhood educators must obtain certification, among other requirements. "An early childhood education certification denotes that a teacher has met a set of standards that shows they understand the best ways to educate young

students aged 3 to 8." Early childhood educators must have knowledge in the developmental changes during early childhood and the subjects being taught in an early childhood classroom. These subjects include language arts and reading, mathematics, and some social studies and science. Early childhood educators must also be able to manage classroom behavior. Positive reinforcement is one popular method for managing behavior in young children. Teacher certification laws vary by state in the United States. In Connecticut, for example, these requirements include a bachelor's degree, 36 hours of special education courses, passing scores on the Praxis II Examination and Connecticut Foundations of Reading Test and a criminal history background check. **Men in early childhood education** comprise a very low minority in the profession. Early childhood education is among the most female-dominated industries in terms of employment. Based on studies, estimates on the percentage of workers in the sector who are men include 1.4%, 2%, 2.4%, and 3%. There a variety of negative factors related to men in early childhood education that are reasons for the low percentage and/or present challenges and disadvantages to men already working in the field:

1. The care and education of young children is commonly seen as an extension of women's roles as mothers. Society tends to see women as the adults who stay home and care for the children. This, society generally considers the ECE field to be a "women's profession", perceiving it as one where women understand it and perform much better than men.

2. Many men who might otherwise consider entering the field, choose not to for fears of being labeled as gay, or not a "real man".

3.Some people perceive all women to be safe with working directly with young children, whereas any man would be considered suspect for being in the profession, having ulterior motives such as pedophilia or child abuse.

4. Societally, men are typically the breadwinner of the family. But early childhood education is a low-paying field. This makes the breadwinner model much more difficult for men to follow compared to other professions.

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

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

2) Fathers of children will have someone that they can more closely relate to in their parenting experiences, particularly single fathers because they are raising children alone and thus will likely need to be more autonomous in their parenting life.

3) Children of single mothers greatly benefit from having a father figure when there is none present in the home. This can happen for reasons such as divorce, separation, abandonment, and incarceration, among others. Additionally, such children have the opportunity experience a positive male role model.

4) When there are men in their early education settings, children are able to observe and experience positive professional relationships between men and women. At a young age, children absorb much of what is modeled in front of them, so those relationships have a huge lasting impact on them.

5) Male and female brains process information differently. Thus, male educators offer a new perspective when dealing with situations involving the children.

6) Early childhood settings that previously had an all-female teaching staff may have had gender issues that no one recognized before. Having a male can challenge those stereotypes in relation to toys and activities.

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

From Wikipedia, free encyclopedia

Learning tips:

Как составить глоссарий.

Глоссарий — двуязычный словарь, содержащий перечень специализированных терминов, расположенных в строго алфавитном порядке с переводом на другой язык. Глоссарий предоставляет широкому кругу читателей правильный перевод терминов, относящихся к профессиональной сфере.

Методические рекомендации по составлению глоссария

Для начала необходимо создать таблицу из трёх столбцов.

№ п/п	**EN**	**RU**

Далее следует составить список наиболее часто встречающихся профессиональных терминов и занести их в колонку таблицы с названием **EN** (английский вариант).

3. После этого необходимо найти точный перевод термина на русский язык и занести его в колонку с названием **RU** (русский вариант) напротив соответствующего термина.

Методические рекомендации по самостоятельной работе с лексикой

1. При составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении лексической картотеки или личной тетради-словаря необходимо выписать из англо-русского словаря лексические единицы в их исходной форме, то есть:

- имена существительные – в именительном падеже единственного числа (целесообразно также указать форму множественного числа, например: shelf - shelves, man - men, text – texts;
- глаголы – в инфинитиве (целесообразно указать и другие основные формы глагола – Past и Past Participle, например: teach – taught – taught, read – read – readит.д.).

2. Заучивать лексику рекомендуется с помощью двустороннего перевода (с английского языка – на русский, с русского языка – на английский) с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки).
3. Для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы).
4. Для формирования активного и пассивного словаря необходимо освоение наиболее продуктивных словообразовательных моделей английского языка.

Методические рекомендации при работе со словарем

1) Ознакомьтесь по предисловию с построением словаря и с системой условных сокращений, принятых в данном словаре.
2) Слова выпишите в тетрадь в исходной форме с соответствующей грамматической характеристикой, т.е. существительные в единственном числе; глаголы – в неопределенной форме (в инфинитиве), указывая для неправильных глаголов основные формы.
3) Обратите внимание на многозначность слов:
- омонимы (разные по значению, но одинаково звучащие слова);
- конверсия – образование новых слов из существующих без изменения написания слов; наиболее распространенным является образование глаголов от соответствующих существительных;
- интернационализмы – слова заимствованные их других языков, в основном из латинского и греческого;
- словообразование – суффиксы и префиксы.

Unit 4. EARLY CHILDHOOD EDUCATION POLICY IN THE UNITED STATES
КАК НАЙТИ НУЖНУЮ ИНФОРМАЦИЮ В ТЕКСТЕ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- use different reading strategies depending on your needs;
- compare data on the topic in different countries

Early childhood education policy in the United States

During World War II, the US implemented a large, well-funded childcare system in order to help mothers join the workforce to support the war effort. The system supported families of all incomes, and the government paid approximately two-thirds of the costs, with parents covering the rest (at a rate of about $9 or $10 a day in today's dollars). These programs were very popular, and research demonstrates that, in addition to helping families during the war, adults who participated in the system as children were employed at greater rates, earned more money, and were less liable to require cash assistance than their peers who did not participate. Children from low-income families realized these positive effects of participation even more than their better-off peers.

In the past decade, there has been a national push for state and federal policy to address the early years as a key component of public education. At the federal level, the Obama administration made the Race to the Top Early Learning Challenge a key tenet of their education reform initiative, awarding $500 million to states with comprehensive early childhood education plans. According to the United States Department of Education, this program focuses on "improving early learning and development programs for young children by supporting States' efforts to:

(1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs;

(2) design and implement an integrated system of high-quality early learning programs and services; and

(3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood."

In addition, a largely Democratic contingent sponsored the Strong Start for America's Children Act in 2013, which provides free early childhood education for low-income families. Specifically, the Act would generate the impetus and support for states to expand ECE; provide funding through formula grants and Title II (Learning Quality Partnerships), III (Child Care) and IV (Maternal, Infant and Home Visiting) funds; and hold participating states accountable for Head Start early learning standards.

Head Start grants are awarded directly to public or private non-profit organizations, including community-based and faith-based organizations, or for-profit agencies within a community that wish to compete for funds. The same categories of organizations are eligible to apply for Early Head Start, except that applicants need not be from the community they will be serving.

Many states have created new early childhood education agencies. Massachusetts was the first state to create a consolidated department focused on early childhood learning and care. Just in the past fiscal year, state funding for public In Minnesota, the state government created an Early Learning scholarship program, where families with young children meeting free and reduced price lunch requirements for kindergarten can receive scholarships to attend ECE programs. In California, Senator Darrell Steinberg led a coalition to pass the Kindergarten Readiness Act, which creates a state early childhood system supporting children from birth to age five and provides access to ECE for all 4-year-olds in the state. It also created an Early Childhood Office charged with creating an ECE curriculum that would be aligned with the K-12 continuum.

States have created legislation regarding early childhood education. In California, for example, The Kindergarten Readiness Act of 2010

changed the required birthday for admittance to kindergarten and first grade, and established a transitional kindergarten program.

State funding for pre-K increased by $363.6 million to a total of $5.6 billion, a 6.9% increase from 2012 to 2013. 40 states fund pre-K programs.

Currently, one of America's larger challenges regarding ECE is a dearth in workforce, partly due to low compensation for rigorous work. The average early childhood teaching assistant earns an annual salary of $10,500, while the highest-paid early childhood educators earn an average of $18,000 per year. The turnover of ECE staff averages 31% per year. Another challenge is to ensure the quality of ECE programs. Because ECE is a relatively new field, there is little research and consensus into what makes a good program. However, the National Association of the Education of Young Children (NAEYC) is a national organization that has identified evidence-based ECE standards and accredits quality programs. Continuing the leadership role it established with the Common Core, the federal government could play a key role in establishing ECE standards for states.

The American legal system has also played a hand in public ECE. State adequacy cases can also create a powerful legal impetus for states to provide universal access to ECE, drawing upon the rich research illustrating that by the time they enter school, students from low-income backgrounds are already far behind other students. The New Jersey case Abbott County School District v. Burke and South Carolina case Abbeville County School District v. State have established early but incomplete precedents in looking at "adequate education" as education that addresses needs best identified in early childhood, including immediate and continuous literacy interventions.

In the 1998 case of Abbott v. Burke (Abbott V), the New Jersey Supreme Court required New Jersey's poorest school districts to implement high-quality ECE programs and full day kindergarten for all three and four-year-olds. Beyond ruling that New Jersey needed to allocate more funds to preschools in low-income communities in order to reach "educational adequacy," the Supreme court also authorized the state department of education to cooperate "with… existing early childhood and

daycare programs in the community" to implement universal access.https://en.wikipedia.org/wiki/Early_childhood_education -cite_note-89

In the 2005 case of Abbeville v. State, the South Carolina Supreme Court decided that ECE programs were necessary to break the "debilitating and destructive cycle of poverty for low-income students and poor academic achievement." Besides mandating that all low-income children have access to ECE by age three, the court also held that early childhood interventions—such as counseling, special needs identification, and socio-emotional supports—continue through grade three (Abbeville, 2005). The court furthermore argued that ECE was not only imperative for educational adequacy but also that "the dollars spent in early childhood intervention are the most effective expenditures in the educational process."

The 2019 budget approved by President Donald Trump included a 21 percent cut in Department of Health and Human Services funding. This is where most early education and care programs like Head Start are included. The department's budget highlights doing away with the pre-school development grant program, which aided 18 states in spreading out access to pre-K for 4-year-old children during the last few years. It helped said states in improving overall quality of pre-K programs. This program was initiated during the Obama administration because of Every Student Succeeds Act or ESSA under the DHHS.

The federal government called for a minimal increase in Head Start funding with approximately $9.3 billion for said program. This subsidy is estimated to serve around 861,000 kids. However, the administration withdrew the requirement that such program started serving children for a longer day and school year due to insufficient funding.[94] The Center for American Progress said President Trump and the House of Representatives advocated deep cuts in programs that were supposed to help impoverished families rather than attend to the needs of low and middle-income households through paid leave and child care as well as increasing minimum wage.

Unlike other areas of education, early childhood care and education (ECCE) places a strong emphasis on developing the whole child –

attending to his or her social, emotional, cognitive, and physical needs – in order to establish a solid and broad foundation for lifelong learning and well-being. "Care" includes health, nutrition, and hygiene in a warm, secure, and nurturing environment, and "education" includes stimulation, socialization, guidance, participation, learning, and developmental activities. ECCE begins at birth and can be organized in a variety of non-formal, formal and informal modalities, such as parenting education, health-based mother and child intervention, care institutions, child-to-child programmes, home-based or centre-based [Child care/childcare], kindergartens and pre-schools. Different terms to describe ECCE are used by different countries, institutions, and stakeholders, such as early childhood development (ECD), early childhood education and care (ECEC), and early childhood care and development (ECCD), with Early Childhood Care and Education as the nomenclature.

As research shows, children's care and educational needs are intertwined. Poor care, health, nutrition, and physical and emotional security can affect educational potentials in the form of mental retardation, impaired cognitive and behavioral capacities, motor development delay, depression, and difficulties with concentration and attention. Inversely, early health and nutrition interventions, such as iron supplementation, deworming treatment and school feeding, have been shown to directly contribute to increased pre-school attendance. Studies have demonstrated better child outcomes through the combined intervention of cognitive stimulation and nutritional supplementation than through either cognitive stimulation or nutritional supplementation alone. Quality ECCE is one that integrates educational activities, nutrition, health care and social services.

Decades of research provide unequivocal evidence that [public investment] in early childhood care and education can produce economic returns equal to roughly 10 times its costs. The sources of these gains are

(1) childcare that enables mothers to work and

(2) education and other supports for child development that increase subsequent school success, labor force productivity, prosocial behavior, and health.

The benefits from enhanced child development are the largest part of the economic return, but both are important considerations in policy and program design. The economic consequences include reductions in public and private expenditures associated with school failure, crime, and health problems as well as increases in earnings. https://en.wikipedia.org/wiki/Early_childhood_education - cite_note-:13-100

Teaching certification

Teachers seeking to be early childhood educators must obtain certification, among other requirements. "An early childhood education certification denotes that a teacher has met a set of standards that shows they understand the best ways to educate young students aged 3 to 8." There are early childhood education programs across the United States that have a certification that is pre-K to grade 3. There are also programs now that have a duel certification in pre-K to grade 3 and special education from pre-K to grade 8. Other certifications are urban tracks in pre-k to grade 3 that have an emphasis on urban schools and preparing teachers to teach in those school environments. These tracks typically take 4 years to complete and in the end, provide students with their certifications to teach in schools. These tracks give students in the field experience in multiple different types of classrooms as they learn how to become teachers. An example of a school that has these tracks is Indiana University of Pennsylvania.

Early childhood educators must have knowledge in the developmental changes during early childhood and the subjects being taught in an early childhood classroom. These subjects include language arts and reading, mathematics, and some social studies and science. Early childhood educators must also be able to manage classroom behavior. Positive reinforcement is one popular method for managing behavior in young children. Teacher certification laws vary by state in the United States. In Connecticut, for example, these requirements include a bachelor's degree, 36 hours of special education courses, passing scores

on the Praxis II Examination and Connecticut Foundations of Reading Test and a criminal history background check.

For State of Early Childhood Education Bornfreund, 2011; Kauerz, 2010 says that the teacher education and certification requirements do not manifest the research about how to best support development and learning for children in kindergarten through third grade. States are requiring educators who work in open pre-kindergarten to have specific preparation in early childhood education. As per the State of Pre-School Yearbook (Barnett et al., 2015), 45 states require their educators to have a specialization in early childhood education, and 30 states require no less than a bachelor's qualification. As indicated by NAEYC state profiles (NAEYC, 2014), just 14 states require kindergarten instructors to be confirmed in early youth; in the rest of the states, kindergarten educators might be authorized in basic training. Fewer states require ECE affirmation for first-grade educators (Fields and Mitchell, 2007).

Learning Tips:

Как найти нужную информацию в тексте.

Ознакомительное и просмотровое виды чтения

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

1. ***Конспективное*** - для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.
2. ***Реферативное*** - для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.
3. ***Обзорное*** - для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Интерпретация прочитанного ограничивается вынесением самой общей оценки читаемому и

определением соответствия текста интересам читаемого.

4. ***Ориентировочное*** — для установления наличия в тексте информации, представляющей для читающего интерес или относящийся к определенной проблеме. Основная задача читающего —установить, относится ли данный материал к интересующей его теме.

Алгоритм ознакомительного и просмотрового чтения:

1.Прочтите заголовок текста и постарайтесь определить его основную тему.

2.Прочтите абзац за абзацем, отмечая в каждом предложения, несущие главную информацию, и предложения, в которых содержится дополняющая, второстепенная информация.

3. Определите степень важности абзацев, отметьте абзацы, которые содержат более важную информацию, и абзацы, которые содержат второстепенную по значению информацию.

4. Обобщите информацию, выраженную в абзацах, в смысловое (единое) целое.

5. Сформулируйте ответ на вопрос: «О чем повествуется в тексте?».

Unit 5. THEORIES OF CHILD DEVELOPMENT
КАК СОСТАВИТЬ АННОТАЦИЮ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- comment on different theories of child development
- write an abstract on your paper in English.

Theories of child development

• The Developmental Interaction Approach is based on the theories of Jean Piaget, Erik Erikson, John Dewey, and Lucy Sprague Mitchell. The approach focuses on learning through discovery. Jean Jacques Rousseau recommended that teachers should exploit individual children's interests in order to make sure each child obtains the information most essential to his

personal and individual development. The five developmental domains of childhood development include: To meet those developmental domains, a child has a set of needs that must be met for learning. Maslow's hierarchy of needs showcases the different levels of needs that must be met the chart to the right showcases these needs. Physical: the way in which a child develops biological and physical functions, including eyesight and motor skills

- Social: the way in which a child interacts with others. Children develop an understanding of their responsibilities and rights as members of families and communities, as well as an ability to relate to and work with others.
- Emotional: the way in which a child creates emotional connections and develops self-confidence. Emotional connections develop when children relate to other people and share feelings.
- Language: the way in which a child communicates, including how they present their feelings and emotions, both to other people and to themselves. At 3 months, children employ different cries for different needs. At 6 months they can recognize and imitate the basic sounds of spoken language. In the first 3 years, children need to be exposed to communication with others in order to pick up language. "Normal" language development is measured by the rate of vocabulary acquisition.
- Cognitive skills: the way in which a child organizes information. Cognitive skills include problem solving, creativity, imagination and memory.[39] They embody the way in which children make sense of the world. Piaget believed that children exhibit prominent differences in their thought patterns as they move through the stages of cognitive development: sensorimotor period, the pre-operational period, and the operational period.

Vygotsky’s socio-cultural learning theory

Russian psychologist Lev Vygotsky proposed a "socio-cultural learning theory" that emphasized the impact of social and cultural experiences on individual thinking and the development of mental processes. Vygotsky's theory emerged in the 1930s and is still discussed today as a means of improving and reforming educational practices. In Vygotsky's theories of learning, he also had the theory of zone proximal

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

Vygotsky argued that since cognition occurs within a social context, our social experiences shape our ways of thinking about and interpreting the world. People such as parents, grandparents, and teachers play the roles of what Vygotsky described as knowledgeable and competent adults. Although Vygotsky predated social constructivists, he is commonly classified as one. Social constructivists believe that an individual's cognitive system is a resditional learning time. Vygotsky advocated that teachers facilitate rather than direct student learning. Teachers should provide a learning environment where students can explore and develop their learning without direct instruction. His approach calls for teachers to incorporate students' needs and interests. It is important to do this because students' levels of interest and abilities will vary and there needs to be differentiation.

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

cognitive development levels through consistent and regular interactions of collaborative knowledge-making learning processes.

Piaget’s constructivist theory

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

According to Piaget's theory, when young children encounter new information, they attempt to accommodate and assimilate it into their existing understanding of the world. Accommodation involves adapting mental schemas and representations in order to make them consistent with reality. Assimilation involves fitting new information into their pre-existing schemas. Through these two processes, young children learn by equilibrating their mental representations with reality. They also learn from mistakes.

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

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

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

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

Kolb's experiential learning theory

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

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

The Perry Preschool Project

The Perry Preschool Project, which was conducted in the 1960s in Ypsilanti, Michigan, is the oldest social experiment in the field of early childhood education and has heavily influenced policy in the United States

and across the globe. The experiment enrolled 128 three- and four-year-old African-American children with cognitive disadvantage from low-income families, who were then randomly assigned to treatment and control groups. The intervention for children in the treatment group included active learning preschool sessions on weekdays for 2.5 hours per day. The intervention also included weekly visits by the teachers to the homes of the children for about 1.5 hours per visit to improve parent-child interactions at home.

Initial evaluations of the Perry intervention showed that the preschool program failed to significantly boost an IQ measure. However, later evaluations that followed up the participants for more than fifty years have demonstrated the long-term economic benefits of the program, even after accounting for the small sample size of the experiment, flaws in its randomization procedure, and sample attrition. There is substantial evidence of large treatment effects on the criminal convictions of male participants, especially for violent crime, and their earnings in middle adulthood. Research points to improvements in non-cognitive skills, executive functioning, childhood home environment, and parental attachment as potential sources of the observed long-term impacts of the program. The intervention's many benefits also include improvements in late-midlife health for both male and female participants.

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

Learning through play

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

Tassoni suggests that "some play opportunities will develop specific individual areas of development, but many will develop several areas." Thus, it is important that practitioners promote children's development through play by using various types of play on a daily basis. Allowing children to help get snacks ready helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication.[24] Key guidelines for creating a play-based learning environment include providing a safe space, correct supervision, and culturally aware, trained teachers who are knowledgeable about the Early Years Foundation.

Davy states that the British Children's Act of 1989 links to play-work as the act works with play workers and sets the standards for the setting such as security, quality and staff ratios.[25] Learning through play has been seen regularly in practice as the most versatile way a child can learn. Margaret McMillan (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty of exercise to keep them physically and emotionally healthy. Rudolf Steiner (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. Maria Montessori (1870-1952) believed that children learn through movement and their senses and after doing an activity using their senses. The benefits of being active for young children include physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep.[26] When young students have group play time it also helps them to be more empathetic towards each other.

In a more contemporary approach, organizations such as the National Association of the Education of Young Children (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally appropriate learning as tenets of early childhood education.[28] A study by the Ohio State University also analyzed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom "helped students develop social skills that transferred to other areas." Specific outcomes included students being more helpful, cooperative and thoughtful with other students. Negative outcomes included children feeling excluded and showing frustration with game rules.

Piaget provides an explanation for why learning through play is such a crucial aspect of learning as a child. However, due to the advancement of technology, the art of play has started to dissolve and has transformed into "playing" through technology. Greenfield, quoted by the author, Stuart Wolpert, in the article "*Is Technology Producing a Decline in Critical Thinking and Analysis?"*, states, "No media is good for everything. If we want to develop a variety of skills, we need a balanced media diet. Each medium has costs and benefits in terms of what skills each develops." Technology is beginning to invade the art of play and a balance needs to be found.[30]

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

children to have more freedom. Once these basics are learned at a young age, it sets children up for success throughout their schooling and their life. Many say that those who succeed in kindergarten know when and how to control their impulses. They can follow through when a task is difficult and listen to directions for a few minutes. These skills are linked to self-control, which is within the social and emotional development that is learned over time through play among other things.

From Wikipedia, free encyclopedia

Learning Tips:
Как составить аннотацию

Аннотация – это краткое изложение содержания статьи или текста и т.п., часто с критической оценкой их.

Методические советы по составлению аннотации:

1) внимательно прочитайте работу;
2) осмыслите ее содержание;
3) сформулируйте вывод о том, чему посвящена данная работа, в чем ее новизна, практическая значимость;
4) для обосновании аннотации используйте выписки – цитаты из прочитанной работы.

Аннотацию можно использовать в ходе доклада, при дополнении чьих-либо выступлений, в ходе беседы. Аннотации играют важную роль при обосновании проблемы исследования и анализе литературы по теме реферата.

Памятка по составлению аннотации:

- запиши заглавие аннотируемой работы вместе с указанием её автора и источника, откуда взят материал, год (меся, номер) издания, количество страниц;
- пронумеруй абзацы текста;
- просмотри текст и определи его тему;
- определи тему и подтемы каждого абзаца;
- сделай заключение о значимости полученных автором результатов;

- дай описание выделенных тобой пунктов плана;
- прочитай составленный текст аннотации и отредактируй его;
- укажи свою фамилию, группу и дату выполнения работы.

Клише для составления аннотаций

1. The article is headlined…
2. The headline of the article I have read is …
3. The main idea of the article is …
4. The article is about / deals with / is concerned with…
5. The article opens with…
6. At the beginning of the article the author depicts / dwells on / touches upon / explains / introduces / mentions / comments on / underlines / criticizes / makes a few critical remarks on / gives a summary of…
7. The article /the author begins with the description of / the analysis of …
8. Then / after that / next / further on / the author passes on to / goes on to say / gives a detailed analysis of…
9. In conclusion the author…
10. The author concludes with…
11. The article ends with…
12. At the end of the article the author draws the conclusion that…
13. At the end of the article the author sums it all up by saying…
14. I found the article interesting / informative / important / dull / of no value…

Unit 6. SHARING LAUGHTER: THE HUMOUR OF PRE-SCHOOL CHILDREN WITH DOWN SYNDROME' КАК ПОДГОТОВИТЬСЯ К ПЕРЕСКАЗУ ТЕКСТА

Competencies:

Upon the fulfillment of this unit you'll be able to:

- give a detailed summary of the text
- understand a structure of a scientific paper in English;
- determine your personal attitude to the problem;

Sharing laughter: The humour of pre-school children with Down syndrome '

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Abstract - Humour and laughter have often been portrayed as fundamentally cultural and social phenomena. They can be used to tell us about children's ability to engage socially and to understand others, but have rarely been explored for this purpose. The present paper summarises the results of a study of simple forms of humour in children with Down syndrome and with autism, two groups which are reported to differ in their sociality and interpersonal understanding. Sixteen children with Down syndrome and 19 children with autism, matched on non-verbal mental age, participated in a cross-sectional study. Parental reports and video-tapes of naturalistic interaction between parents and children were analysed to show that although there were no overall differences in the presence or frequency of child or parent laughter between the two groups, there were differences in what sorts of events were more likely to prompt child laughter, the extent to which child laughter was shared, and how the children responded to others' laughter. The children with Down syndrome were more likely than the children with autism to laugh at funny faces and socially inappropriate acts and less likely to laugh in strange or inexplicable situations, and more likely to laugh at shared events. They also responded to others' laughter with attention or smiles more, and tried to re-elicit it through acts of clowning. Children with Down syndrome are

thus active participants in humour and laughter, sharing it at both an emotional and a cultural level.

Keywords - Humour, Down syndrome, autism, pre-school children, laughter, sharing

Introduction

The tragic has often been seen as a unique to every individual. The first line of Anna Karenina reads, for instance, "All happy families resemble one other, each unhappy family is unhappy in its own way" (Tolstoy, 1877). In contrast, the comic has been seen as an essentially social phenomenon, existing only in society and differently so in every social group. As Eco puts it, "The tragic (and the dramatic)... are universal. The comic (is) ... bound to its time, society, cultural anthropology" (Eco, 1986). Humour and laughter have been seen as existing only through social relations and providing the ultimate platform for sociality (Bergson, 1901; Greig, 1923/1969).

If comedy is indeed a culturally sensitive accomplishment, what is it in its origins or in its expression that allows this? Can children's expressions of humour and laughter be used to understand the development of culture and sociality? Can we use expressions of humour and laughter to better understand various developmental disabilities, in particular, of children who are believed to be advantaged in sociability and those who are believed to be impaired in this domain?

Although there is considerable research on children's responses to humorous stimuli of various kinds (see Chapman & Foot, 1976, for a collection of papers on the topic), there is less on children's spontaneous expressions of humour or their participation in everyday, naturally occurring humour. There is even less research on either of these aspects of humour in infants and toddlers. Part of the reason for this neglect is the difficulties intrinsic to studying very young children. But in large part the neglect has been due to a theoretical assumption that humour does not really begin until the end of infancy (see, e.g. McGhee, 1979; Shultz, 1976). The memories many of us may have of children in the early school

years who have grasped the idea of verbal jokes, but persist in (also rather funny) attempts to make people laugh without really understanding what it is in a joke that makes it funny, lends support to this theoretical view. However, there are simpler, non-verbal things that infants and toddlers laugh at (Sroufe & Wunsch, 1972) and simpler forms of joking which are available to them (Trcvarthcn & Hublcy, 1978; Rcddy, 1991). For instance, typically developing infants from around 8 months begin to engage in clowning (repeating acts to re-elicit laughter from others) and teasing (engaging in acts which violate newly developed shared understandings, or which provoke prohibitions from others or cause disruptions to others' ongoing actions). Acts of clowning and teasing in infancy only occur in relationships with familiar people. They may be the earliest expressions of spontaneous humour in human infants and arc clearly 'social' in origin.

There is very little research on spontaneous humour in children with developmental disabilities (St. James & Tager-Flusberg, 1994, Cichetti & Sroufe, 1976), although such research could help us better understand the nature of some disabilities better - e.g. autism, and could greatly illuminate the extent to which everyday humour may or may not play a part in the lives of children with various disabilities. The present study explored the humour and laughter of two groups of pre-school children, those with Down syndrome and those with autism, one group which anecdotal evidence suggests excels in humorous interactions and social relations and the other which we know has problems in social and communicative relations.

Method Participants

Sixteen children with Down syndrome and nineteen children with autism were recruited through the Down Syndrome Educational Trust, the National Autistic Society and prc-schools in Hampshire. They were matched on Nonverbal Mental Age using the Cognitive Facet of the Bayley Scales of Infant Development (BSID II) with Mean mental age scores (months) of 24.4 and 24.2 respectively ($t = .07$, n.s.). They were similar on the Daily Living Skills Scale of the Vincland Social Maturity (20.1 and 18.9 respectively, $t = .57$, n.s.). The mean chronological ages of the two groups differed (41.3 and 49.6 months, respectively, $t = 2.71$, $p <$

.03) as did their production vocabulary (including signs) on the MacArthur Communicative Inventory (17.9 and 11.3 months, respectively, $t = 2.73$, $p < .02$). There were nine boys and seven girls in the Down syndrome group and fifteen boys and four girls in the autism group (a gender imbalance characteristic of the disability).

Procedure

The study was a cross-sectional one, involving two home visits to the families approximately two weeks apart. In addition to the tests listed above, there were two principal modes of data collection: parental interview and videotaping of parent-child interaction. Each visit lasted approximately two hours. The Parent Interview was developed from Reddy (1991) and was used as part of a larger study on person-directed play funded by the Economic and Social Research Council (Reddy, 1998).

Key Findings

Children's laughter and types of events eliciting children's laughter

All children in both groups were reported by their parents to laugh frequently - several times a day. This reported finding was supported by analysis of children's laughter from the videotaped interactions. There was no difference between groups either in the total number of laughs (calculated as a rate per hour) or in the number of laughs started by the child (i.e. occasions where the child is the first one to laugh in an episode). However, there were some differences in what the children laughed at.

In response to an open-ended question followed by some probe questions about what sorts of things the children normally found funny or laughed at, all parents in both groups reported that children laughed at slapstick, visual events e.g. on television, and tickling and other tactile contact. However, the groups differed significantly in the extent to which children were reported to laugh at funny faces (the children with autism were reported not to laugh at this) and at socially inappropriate acts such as Mummy drinking from the baby bottle or putting the potty on her head (about 50% of the children with Down syndrome, but none of the children with autism, were reported to laugh at such things). Most interestingly, most of the

parents in the autism group spontaneously mentioned that their children often laughed at things which they found odd or incomprehensible or at times when they could not understand the cause. The parents in the Down syndrome group did not report this except in one (slightly different) case, where the child was reported to laugh at 'horrible things like being smacked or watching someone get hurt'.

Sharing Others' Laughter

The frequency of adult laughter in the child's presence (from the videotaped interactions) did not differ significantly between the groups. However, the proportion of adult laughter which was directed or involved the child, did, with a greater proportion of adult laughter directed to the child in the Down syndrome group than in the autism group. The children in the two groups differed in whether they responded to adult laughter with inattention or disinterest (more in the autism group) or with brief smiles or glances even when the laugh did not involve them (more in the group with Down syndrome). This observed finding about interest in others' laughter was also reported by the parents. Most of the children in the Down syndrome group (but few in the autism group) were reported to sometimes try to join in others' laughter by laughing themselves. Several of the children with Down syndrome were reported to occasionally put on artificial laughs in order to elicit laughter or attention from others. Parental reports suggested that the reasons for putting on artificial laughs were different in the two groups of children. While the children with Down syndrome appeared to do so more often in order to join in or to get attention, the children with autism appeared to do so 'in imitation'.

Sharing their own laughter with others

One interesting finding from the videotaped observations was the causes of laughter in the children in both groups. Laughter in the children with autism was more often prompted by 'causes' which were not shared with others -occurring more often while they were alone or not in interaction with others. In the children with Down syndrome on the other hand, laughter more frequently occurred within interactions with others.

Clowning: doing things to make others *laugh*

The interest in others' laughter was also seen in clowning behaviour - attempts to re-elicit others' laughter by repeating acts which had previously elicited a laugh. Most of the children with Down syndrome were reported to enjoy and frequently engage in clowning. A few of the children with autism also did so, but the clowning in these few children tended to be more unclear than in the children with Down syndrome and more ritualistic and limited in variety of incidents. The children with Down syndrome were true clowns, showing an ability to make others crack up with laughter. The things they did to elicit laughter ranged from putting funny things like pants on the head, imitating the mother doing her exercises behind her back to make the sibling laugh, pretending to tickle the parent, and almost, but not quite, falling over.

Teasing: *violating understandings and disrupting* or *provoking* others
Almost all of the children with Down syndrome who engaged in clear clowning were also reported to engage hi playful teasing. Teasing of three different kinds was described by parents, the most common being teasing by disrupting others' actions, followed by teasing by being non-compliant. Teasing by offering and then playfully withdrawing an object - a common early form of teasing in typically developing infants - was present but less common in the Down syndrome group and never spontaneously present in the autism group. Again, unlike the children with autism, the teasing of the children with Down syndrome tended to be of a more sophisticated kind, involving spontaneous teasing as well as teasing that was embedded in a regular family game. The incidents of teasing reported in the Down syndrome group were again much more varied and less ritualistic than in the autism group. In the autism group teasing was occasionally reported to persist or increase in the face of distress from the recipient (e.g., a younger sibling). This was never reported in the Down syndrome group, although defiance or increase in the face of parental anger was common. Reported parental attitudes to children's teasing were not different between groups: most parents reported positive feelings about teasing; there were slightly more variable (i.e. sometimes negative and sometimes positive) attitudes reported in the Down syndrome group than in the autism group.

The greater likelihood of children's teasing in the Down syndrome group was matched by a greater likelihood of parental teasing. Most of the parents in the autism group reported that they cither never teased because the child would not understand it or would throw a tantrum, or did so only through simple games such as jumping out from a hiding place or peekaboo. In the Down syndrome group very few parents responded in this way. Many parents reported teasing such as mocking, deliberate mistakes such as reading the wrong story, stopping the child from getting out of the door, taking something as the child reaches for it and pretending to comply. However, the presence of reported parental teasing did not accompany greater child teasing within either the Down syndrome or the autism group. More of the children with autism were reported to respond with blankness or uncomprehending distress at parental teasing than the children with Down syndrome, but the difference was not significant.

Discussion

It is clear from the data summarised above that the contexts for early laughter and humour can be very social, but are not always so in all children. The children with Down syndrome showed a spontaneous interest in sharing their own laughter with others and in trying to elicit and share others' laughter even when it did not involve them. This suggests an access to culture in a very basic sense, which offers them the basis of enormous opportunities for further development. It was heartening to see, nonetheless, that in all children, however, whatever their disability and however severe their developmental delay, laughter was a frequent component of their everyday lives. Even when laughter does not arise from, or lead to, shared perceptions or actions, it could be seen to improve the quality of life and of the social relationships that children engage in. And because it is a feature of our lives that not only causes immediate physiological benefits but is also profoundly attractive to others, laughter has the potential of becoming shared at some point in relationships. The development of early humour and laughter appears to follow different patterns in different developmental disorders, consistent with other difficulties in social understanding and communication in each disability.

Early laughter and humour, therefore, appear to be social phenomena in different ways, and however limited, offer the promise of increasing social participation and understanding in development.

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References

Learning tips: Как подготовиться к пересказу текста

1) При подготовке к пересказу текста сначала составьте его краткий логический план. Для этого внимательно прочтите (возможно, и не один раз) текст, выделяя в нем основную информацию и ориентируясь на абзацы. При необходимости воспользуйтесь составленным вами списком значений незнакомых слов.
2) Поставьте вопросы к тексту, обращая внимание не только на их правильную грамматическую форму, но и на логическую последовательность. Ответьте на эти вопросы с опорой на текст, а затем не глядя в текст.
3) Перескажите текст, пользуясь его кратким логическим планом, составленным вами письменно. При этом не пытайтесь слово в слово запомнить все, что вы поняли в прочитанном тексте. Для этого сложные и длинные предложения разделите на несколько простых, перефразируйте лексически трудные места, сложные грамматические конструкции упростите.
4) Если вы хотите употребить при пересказе впервые встретившиеся английские слова, то напишете их при соответствующем пункте вашего плана.
5) Пересказывая текст, следите за тем, чтобы, начиная английскую фразу, вы четко представляли, как вы ее закончите.

6) Пересказывайте основные положения текста в их логической последовательности, при желании опуская второстепенную информацию.

Как адаптировать прочитанный английский текст.

1. Прочитайте внимательно текст.
2. Выпишите незнакомые слова, найдите их перевод.
3. Переведите текст.
4. Разбейте текст на смысловые группы.
5. Выделите главные предложения в каждой группе.
6. Попробуйте рассказать о том, что прочитали на русском языке, обратив внимание на выделенные вами основные предложения в английском тексте.
7. Попробуйте перевести самостоятельно эти предложения на английский язык.
8. Сверьте их с текстом.
9. Проделайте пункты 6,7,8 несколько раз.

Unit 7. TREATING AUTISM SPECTRUM DISORDERS CHILDREN WITH TURKISH MUSIC AND MUSICAL INSTRUMENTS
КАК НАПИСАТЬ ЭССЕ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- write an essay on any topic studied above.

Treating Autism Spectrum Disorders Children with Turkish Music and Musical Instruments

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Abstract

Our musical instruments should be reconsidered in various sizes, for various purposes and being reexamined their effect and capabilities. The original instruments are already exceptional, colourful and they are suitable to be used for duo, trio, quar(ted chamber music teams (Ilerici, 1964). It is seen that Autism spectrum disorders children are innate gifted in music. As they cannot communicate with the outside world and the social environment, they live in a withdrawn world. They should be ensured to interact with music starting from of pre-school ages. Considering the place, these children live and their socio-cultural environment, a different kind of style of musical therapy should be chosen for every children. The therapist is the half of the treating with music, and the other half is the child who is going to be treated. Children teach the therapist the style of the treatment. In other words, they are the teacher of the therapist, because these children lead the way through their interactive behavior, body language and sensory organs.

Keywords: music, autism spectrum disorders, Turkish

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Introduction

Turks has been one of the nations who used music therapy for the patients with mental illness. Music is a stimtdant which attracts attention. It organizes people's temperament and feelings. It makes the people who are excited to calm down and makes the people come alive who turn in on themselves. Music activities move away the patient attention from disturbing ideas and it directs attention to the patient environment. (Ruh Sagligi 5 193 Burhanettin Canatan, 1965)

Our mind not only affects our sense and blood pressure, it also affects our genes and molecules at the same time. Hormones penetrate the various cell nuclei of the endocrine system. (Ozelsel, 2002)

Our musical instruments should be reconsidered in various sizes, for various purposes and being reexamined their effect and capabilities. The original instruments are already exceptional, colorful and they are suitable to be used for duo, trio, quarted chamber music teams. (Opus 20 Turk Muziginin Tasidigi Degerler, Kemal ILERICi 1964 Ankara)

It is seen that autism spectrum disorders children are innate gifted in music. As they cannot communicate with the outside world and the social environment, they live in a withdrawn world. They should be ensured to interact with music starting from of pre-school ages. Considering the place, these children live and their socio-cultural environment, a different kind of style of musical therapy should be chosen for every children. The therapist is the half of the treating with music, and the other half is the child who is going to be treated. Children teach the therapist the style of the treatment. In other words, they are the teacher of the therapist, because these children lead the way through their interactive behavior, body language and sensory organs.

Music is a powerful stimulant, and a good educational means that helps to focus attention. Children live in their family and the society together with their own culture and social customs. When the integrity and the continuity of the triangle of Child-Family-Therapist is provided, the period of treatment will be shorter and there will be fewer sessions. The music-therapy is usually maintained with the musical instruments that plays the rhythm and the sounds at the same time. Considering Autism spectrum disorders children's culture and the customs, the teacher should use the rhythms and the musical instruments that Autism spectrum disorders children are familiar with. Later more contemporary musical instruments can be used. Today, especially len xlafon and vibrafon (ORFF instruments) that are made from tanpereman sound system are used. The trees that these instruments are made of and the musical tones of the production technique differ. Apart from these instruments, other instruments of the Turkish music should be used, and as an alternative to orff instruments, wooden and metal percussion instruments in accordance with dieses (diyez) and flats (bemol) used in Turkish folk music and classical Turkish music should be made. These instruments will be introduced made by ourselves at the end of the oral presentation session by practicing.

Autism spectrum disorders children show a big interest against the music sounds and rhythms in the surrounding environment since they are very sensitive as natural. The diversity and richness of the Turkish music and instruments are in the lead of world's music. In this

wealth of melodies, the first thing should be choosing the rhythms, instruments and patterns which are interesting for the child. The correct and useful one should be revealed during one to one interaction.

The folk songs, belly dance musics and instruments should be used first during the interaction. It would be easy to apply the rhythms in 2/4, 3/4, 4/4, 5/8, 6/8, 7/8 and 9/8 (9/16). By using these melodies with the short syllables alliterative and incbag lama ives, a great enthusiasm, interest and excitement can be achieved for children. The colors (red, black, blue, green, purple ext.) and the objects (handkerchief ext.) Which are used in the verbal Turkish music would make the treatment easier together with the
melody. Examples; Seftali agaclari,..... The selection can be made from these
folk songs for the sessions. There are also many folk songs which can be dramatized. The baglama family, davul, def, darbuka, zil, ext. from Turkish rhythm instruments, kudum, ud, kanun, tanbur, klasik kemence, ney from classic Turkish music instruments, violin family, mandolin, piyano, org, agiz mizikasi, akordeon, flut from the modern music instruments can be used.

Conclusion

The conclusion is to have a treatment process which is appropriate when it comes to voice, tone, language, accent and speech forms of the society where the child lives with.

References

Available on-line at: www.oapub.ore/edu

Learning Tips:
Как написать эссе

Эссе - это сочинение небольшого объема и свободной композиции, которое передает индивидуальные впечатления и соображения по конкретному поводу или вопросу.

Любое эссе состоит из трех частей: введение, основная часть и заключение.

Во введении необходимо обозначить ключевую мысль, идею или проблему, о которой вы будете говорить в основной части.

В основной части эссе на английском языке полагается представить какие-либо доводы, доказательства или опровержения вашей основной мысли, которые бы выражали лично ваше мнение по данному вопросу. Можно привести примеры, которые будут иллюстративно отображать вашу точку зрения. При написании эссе на английском языке постарайтесь избегать заумных или книжных фраз, которые превратят вашу работу в скучное творение. Лучше используйте простой, но одновременно хороший, грамотный, качественный английский. Употребляйте больше прилагательных и наречий.

В заключении завершите все ваши рассуждения и сделайте выводы, которые и будут финальной частью вашего эссе на английском языке. Все части эссе должны плавно переходить одна в другую, все мысли должны быть логически связанными. В этом вам поможет специальная лексика, которая и существует для того, чтобы вы последовательно излагали свои мысли.

Например, при добавлении можете воспользоваться такими словами, как moreover (кроме того, более того), as well as (так же как, а так же), furthermore (кроме того, к тому же). Если хотите отобразить контраст или противопоставление, обращайтесь к but (но), however (однако), on the other hand (с другой стороны), yet (даже, пока, уже), on the contrary (на самом деле, наоборот, напротив). Ограничить можно с помощью слов despite / in spite of (несмотря на), выразить причину или итог чего-либо получится при помощи следующей лексики: therefore (поэтому, по этой причине), so (итак, поэтому), as a result (вследствие этого, таким образом), consequently (следовательно, поэтому), this results in (в результате), this leads to (получается). Обратите внимание и на наречия порядка и последовательности - then (потом), next (затем, в следующий раз), after (после), finally / lastly (наконец).

Unit 8. PROFESSIONAL DEVELOPMENT NEEDS FOR GENERAL EDUCATION TEACHERS TO EDUCATE CHILDREN WITH AUTISM SPECTRUM DISORDERS
КАК ПОДГОТОВИТЬ ДОКЛАД

Competencies:

Upon the fulfillment of this unit you'll be able to:

- learn more professional developmental needs;
- enlarge your ESP vocabulary
- prepare and speak out with the report on the topic

Professional Development Needs for General Education Teachers to Educate Children with Autism Spectrum Disorders

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Abstract

The purpose of this study was to identify areas in which educational leadership could aid in preparing general education teachers to educate children with Autism Spectrum Disorders (ASD). A needs assessment was conducted through a case study in a rural Missouri school district to identify the level of efficacy noted by teachers of various experience levels. Pre-service preparation and provided professional development were examined to identify ways in which educational leaders 'could further the knowledge base and effectiveness of general education teachers to teach students with ASD.

Manuscript

"In education, professional development is an essential component for teachers to remain relevant and effective" (Education Commission of the States, 2014). The purpose of this study was to identify areas of

improvement for professional development in properly training general education teachers to educate children with Autism Spectrum Disorders (ASD). This study identified a need for increased information on best practices strategies for general education teachers to use in their classrooms to educate children with ASD. Educational leaders can take this information and disseminate it into their current professional development plans to create a workforce ready to educate the growing population of students with ASD.

The three guiding research questions were as follows:

1. What are the experiences of regular education teachers in the areas of preservice preparation related to inclusion of students with Autism Spectrum Disorders?
2. What are the professional development experiences of regular education teachers in the areas of teaching strategies and collaboration pertaining to inclusion of students with Autism Spectrum Disorders?
3. What are the levels of efficacy experienced by regular education teachers in teaching students with Autism Spectrum Disorders?

Through the use of a survey and open-ended questions, the participants identified areas of lacking expertise and knowledge of ASD. The participants were able to elaborate and share specific examples during the focus groups. These groups were comprised of third, fourth, and fifth grade educators with a variety of personal experiences to share. This article will focus on the conclusions gathered for research question two as they pertain to leadership implications for professional development planning.

Inclusion training is sparse for current educators. Educational leaders need to fill this void and properly train educators to correctly follow inclusion guidelines. In terms of preservice preparation concerning inclusion, one study stated, "special education teachers rated their efficacy, ability, understanding, and resources higher than general education teachers" (Buell et al., 1999, p. 1). Numerous studies point out the importance of educational leaders providing professional development opportunities for current educators in the area of inclusion (Forlin, 2007; Jung, 2007). This study identified areas of need for current educators to properly educate children with ASD and the leadership implications

necessary to decrease these fissures of knowledge and expertise within the school setting.

Professional development in this study is defined as any training teachers receive facilitated through their school district or building principal to better the educational experience of their students.

These teachers have already fulfilled all educational and preservice requirements to be certified in the teaching profession. The goal of "bridging the gap between inclusion and actual classroom practice" is paramount for professional development (Higginson & Chatfield, 2012, p.l).

Research question two focused on professional development experiences of the regular education teachers pertaining to inclusion of children with ASD. Survey question 18 asked participants to indicate methodologies they have received training on to use in their classrooms. Six current and relevant teaching strategies were listed with the option to list other methodologies being provided in the participants' districts. The strategies included Developmental, Individual-Difference, Relationship-Based Model (DIR), Discrete Trial Training (DTT), Applied Behavior Analysis (ABA), Picture Exchange Communication System (PECS), Social Stories, and Treatment and Education of Autistic and Communication related handicapped CHildren (TEACCH). Participants had the option to check all applicable strategies. Only 6 of the 16 participants chose to answer this question. The 3 who responded with "other" had the following responses: none, in services, and preservice University course. Overall, training in the six common methodologies is missing as noted by the response rates noted in Table 1.

The lacking information on proper teaching strategies for educating children with ASD is apparent from this study. Educational leaders can begin with these strategies to provide a knowledge base for their practicing educators in the form of professional development. Overall, an understanding of how adults learn and how to incorporate the best-practices for children with ASD into the classroom becomes the responsibility of district professionals and outside sources to supply this information and training (Jones, West, & Stevens, 2006; Mueller &

Brewer, 2013). This article provides background information on the six current and researched-based strategies for educating children with ASD. This information can be utilized as a springboard for professional development planning. Developmental, Individual-Difference, Relationship-Based Model (DIR)

This model focuses on "individual developmental needs; including social-emotional functioning, communication skills, thinking and learning processes, motor skills, body awareness, and attention span" (Ryan, et al., 2011). This model requires communication between the family and the school to get a full understanding of the individual child and his or her family. A crucial element to DIR is "floortime" (as cited in Ryan, et al., 2011). Floortime is a playtime experience which can be implemented at school and in the home and furthermore models proper social interactions. Triaining in this model requires educators to enter "the child's world" by these close interactions (Ryan, et al., 2011, p. 61). Discrete Trial Training (DTT)

In Discrete Trial Training (DTT), teachers ask students to complete a task and time is provided for the student to respond. Once the student responds, a consequence in the form of rewards or corrections is presented by the teacher; this consequence is followed with a break or pause before the next task is presented (Sicile-Kira, 2004). DTT consists of a "specific task (also called a trial) isolated and taught by being repeatedly presented to the student" (Ryan, et al., 2011, p. 60). Educating teachers on this discrete prompting requires the understanding of consistency; as trials are presented to the student, the teacher must be consistent until mastery of said task is mastered (Ryan, et al., 2011). This intense one-on-one strategy places DTT under the broader umbrella of Applied Behavior Analysis (ABA).

Applied Behavior Analysis (ABA)

Sicile-Kira (2004) explained Applied Behavior Analysis (ABA) as being "proven to be the most effective way to teach young children with ASDs" (p. 94). ABA is characterized by skills being presented in a step-by-step format where each next step builds upon the previous step (Sicile-Kira, 2004). ABA is a theory characterized by the "components of any behavior by an A-B-C model: the antecedent to the behavior [A], the

behavior itself [B], and the consequence [C]" (Ryan, et al., 2011, p. 60). Consistency is key for educators and the understanding of this intense one-on-one interaction which requires "constant feedback and correction of the child's behavior" (Ryan, et al., 2011, p. 60). Picture Exchange Communication System (PECS)

A Picture Exchange Communication System (PECS) refers to a communication facilitation strategy where students hold up pictures or specific sentences to interact with others. This strategy is easily implemented into a classroom for both academic and social means of communication; the cost to a district is minimal as materials can be made by the teacher working with the student (Sicile-Kira, 2004). Modeling is a key component to teacher training for proper implementation of PECS. The teacher must model the desired activity or response associated with the symbol or picture. These symbols and pictures must also be very natural to the environment and nature of the activity desired; continued modeling by the teacher reinforces the behavior to follow the symbol or picture provided (Ryan, et al., 2011). Social Stories

Social Stories are used as an instructional strategy by creating stories "prepared in response to troubling situations" to prevent possible problems prior to the event or situation (Zager, 2005, p. 314). These stories can be composed by educators of children with ASD to prepare their students for day-today classroom activities or for field trips and various school activities which break the student from their normal daily routine. Training for educators includes training on writing social stories and social scripts (Zager, 2005). Treatment and Education of Autistic and Communication related handicapped CHildren (TEACCH)

TEACCH was developed by Eric Shopler in the 1970s as a type of parent and child treatment; however, it evolved into a collaboration between the home and school to create a "stress-free environment" catered to the individual needs of the specific student (Sicile-Kira, 2004, p. 133). The TEACCH environment focuses on "minimizing distractions and using highly predictable routines" to meet the needs of children with ASD (Samuels, 2007). A study conducted by Kantavong and Sivabaedya (2010), utilized TEACCH and PECS strategies to provide educators with ways to

improve the learning of their students with ASD. These educators "agreed that their students improved their social skills by participating in group work and interacting positively with their friends" (Kantavong & Sivabaedya, 2010, p. 57-58). Kantavong and Sivabaedya (2010) concluded that the inclusion of TEACCH training provided the educators with a means for reflection on their current teaching practices and the inclusion of this new strategy. This reflection and growth benefits the educator and the students. While research questions one and three identified experiences and efficacy of teachers, research question two focused on professional development. This analysis sought to identify gaps in knowledge of ASD and provide educational leaders this useful information to determine areas of future professional development needed by their school faculty. Furthermore, educational leaders know practicing teachers are arriving in their schools with limited preparation to properly educate the growing number of children with ASD. The need for additional professional development is critical. Increasing the confidence, understanding, and efficiency of regular educators through properly planned and implemented professional development opportunities is the charge set for current educational leaders.

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Table 1

Methodologies for which Training has been Received (A/=6)

Response	Frequency	Percent
DIR	2	33.3%
Social Stories	1	16.7%
Other	3	50.0%

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Learning Tips:
Как подготовить доклад

Довольно часто встречающейся формой творческой работы в учебных заведениях является **доклад**. Доклад - вид самостоятельной научно - исследовательской работы, где автор раскрывает суть исследуемой проблемы; приводит различные точки зрения, а также собственные взгляды на нее. Различают устный и письменный доклад (по содержанию близкий к реферату).

Можно выделить следующие этапы работы над докладом:

1. Подбор и изучение основных источников по теме (рекомендуется использовать не менее 8 - 10 источников).
2. Составление библиографии.
3. Обработка и систематизация материала. Подготовка выводов и обобщений.
4. Разработка плана доклада.
5. Написание.
6. Публичное выступление с результатами исследования.

В работе над докладом соединяются три качества исследователя:

- ❖ умение провести исследование,
- ❖ умение преподнести результаты слушателям,
- ❖ умение квалифицированно ответить на вопросы.

Отличительной чертой доклада является научный, академический стиль, т.е. совершенно особый способ подачи текстового материала, наиболее подходящий для написания учебных и научных работ. Данный стиль определяет следующие нормы:

- предложения могут быть длинными и сложными;

- часто употребляются слова иностранного происхождения, различные термины;
- употребляются вводные конструкции типа "по всей видимости", "на наш взгляд";
- авторская позиция должна быть как можно менее выражена, то есть должны отсутствовать местоимения "я", "моя (точка зрения)".

Общая структура доклада может быть следующей:

- Формулировка темы исследования (должна быть не только актуальной, но и оригинальной, интересной по содержанию.
- Актуальность исследования (чем интересно направление исследований, в чем заключается его важность, какие ученые работали в этой области, каким вопросам в данной теме уделялось недостаточное внимание, почему учащимся выбрана именно эта тема).
- Цель работы (в общих чертах соответствует формулировке темы исследования и может уточнять ее).
- Задачи исследования (конкретизируют цель работы, "раскладывая" ее на составляющие).
- Гипотеза (научно обоснованное предположение о возможных результатах исследовательской работы, формулируется в том случае, если работа носит экспериментальный характер).
- Методика проведения исследования (подробное описание всех действий, связанных с получением результатов).
- Результаты исследования (краткое изложение новой информации, которую получил исследователь в процессе наблюдения или эксперимента, при изложении результатов желательно давать четкое и немногословное истолкование новым фактам, полезно привести основные количественные показатели и продемонстрировать их на используемых в процессе доклада графиках и диаграммах).
- Выводы исследования (умозаключения, сформулированные в обобщенной, конспективной форме, они кратко характеризуют

основные полученные результаты и выявленные тенденции, выводы желательно пронумеровать: обычно их не более 4 или 5).

К оформлению доклада предъявляются следующие требования:

- Титульный лист
- Оглавление (в нем последовательно указываются названия пунктов доклада, указываются страницы, с которых начинается каждый пункт).
- Введение (формулируется суть исследуемой проблемы, обосновывается выбор темы, определяются ее значимость и актуальность, указываются цель и задачи доклада, дается характеристика используемой литературы)
- Основная часть (каждый раздел ее доказательно раскрывает исследуемый вопрос)
- Заключение (подводятся итоги или делается обобщенный вывод по теме доклада)
- Список литературы.

Unit 9. THE ROLE OF GAMES IN SPECIAL PRESCHOOL EDUCATION КАК ПОДГОТОВИТЬСЯ К РЕФЕРИРОВАНИЮ СТАТЬИ

Competencies:

Upon the fulfillment of this unit you'll be able to:

learn more about the Role of Games in Special Preschool Education

- enlarge your ESP vocabulary
- render an article

PAPER

The Role of Games in Special Preschool Education

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Abstract—Recent development in new technology has led many teachers, schools and other educators to use it with their students in their learning process. Especially, in the field of special preschool education the role of educational
computer games seem significant. In this short review paper we give a brief overview of the most representative articles that concentrate on these games that support preschool children who face literature, math, cognitive, intellectual and physical difficulties. The role of computer educational games in children who are gifted or face developmental disorders (autism) is also explored.
Index Terms—games, interventions, preschool, special education

I. INTRODUCTION

Various research groups, including state and national organizations, are trying to explore the impact of using new technology in learning of kindergarten children [1] Many resources have been dedicated to equip teachers, as they attempt to integrate a variety of digital technologies into their classrooms while the recent outcry for ubiquitous computing has led to a focus on handheld devices in schools [2]. Handheld devices in kindergarten education have evolved from Palm Pilots and PDA's (Personal Digital Assistant) in the past decade [3] to cell phones and MP3 players more recently [4].

In the past decade, many studies were conducted to investigate the effectiveness of educational computer games for various courses, such as mathematics software engineering business, computer science, geography, language and decision- science. More specifically, previous studies have reported that educational computer games can enhance the learning interest of children, and also increase
their learning motivation. Researchers have also stated that games play a significant part of the development of children's cognition and social processes [5] while they may improve their learning performance as well as their learning motivation [6]. Taking the above into account it is

notable to say that Kinzie and Joseph [7] indicated, that a game is thought as an immersive, voluntary and enjoyable activity in which a challenging goal is pursued according to agreed rules and owing to the rapid advancement and popularity of computer and communication technologies, researchers have supported the view that educational computer games could play an important role in education [8]. In addition, the idea of games as mean of offering knowledge has been around for some time and is usually referred as serious games. This initiative, known as serious games, has changed the way that educators viewed instruction to meet the needs of the children and serious games have impacted the military and firefighters, the medical and higher business education as well as the mainstream and special education [9]. Furthermore, recent studies state that young children ages 3 to 6 (preschoolers) play a wide range of serious games, which are now available on large screens, handheld screens, electronic learning systems, and electronic toys, and their time spent with games is growing. A small body of research has found that games—when well designed—can provide rich, fun, interactive experiences that can foster young children's learning, cognitive development, skill building, social interactions, physical activity, and healthy behaviors [10].

However, a specific sensitive and crucial area of games and education is the special preschool education and the role of games in it. Pre-school children's learning disabilities include biological/genetic disorders, perceptual-motor disorders, and visual processing disorders. In other words, neuropsychological learning disabilities are related to pre-school skills groups that the child requires for learning. One of problems of pre-school children with neuro-psychological/ developmental disabilities is executive functions and attention that involves abilities needed by children to learn school lessons. Observed characteristics in these children are delayed motor development, language delays, speech disorders, poor cognitive and conceptual development [11]. In this article review we will try

to present briefly some of the most notable studies on serious games in preschool education according to the educational perspective. Specifically

we will try to show how games can help children who face literature, math, motor, communicational, cognitive and emotional difficulties. Moreover, we will try to investigate the games that are used for children with autism and ADHD and examine the games that help gifted and talented preschoolers.

II. SUPPORTING CHILDREN WITH LITERACY DIFFICULTIES

The diagnosis and the assessment of learning disabilities is often determined when children begin to exhibit academic difficulties in school, and the average age when children receive learning disabilities assessments is 9years [12]. Delayed intervention can result in adverse and persistent consequences for academic skill acquisition. In contrast, early identification of children at risk for learning disabilities may offer the potential to mitigate the negative effects of delayed intervention by directing children to preventive services at an earlier age [13].

Young children with disabilities often have difficulties developing emergent literacy skills as phonological awareness, alphabetic principles, comprehension, concepts about print, and vocabulary development [14]. The National Reading Panel [15] found that instruction in phonological awareness significantly improves children's reading abilities. PowerPointTM has many features to facilitate acquisition of these skills, including the ability of the teacher to modify such features as color, pictures, sounds, animation, slide design, and slide transition. As a result, educators can help young children develop initial sound fluency by making them aware of words that start with the same sound, or alliterations [16]. Furthermore, phonemic orthography that has to do with the relationships between

letters and their associated sounds [17] can be taught with the connection between a letter and its associated sound. PowerPointTM activities can be constructed to help young children develop letter-sound correspondence. The teacher might use the animation features to control the appearance of each letter in a word so that it is isolated, and can be linked with the sound that corresponds to it. Such a PowerPointTM strategy could further help

students learn about the blending of sounds and how letters connect with sounds in various words.

Moreover, dyslexia which is one of the main learning disabilities affecting the reading acquisition and thus is of crucial importance to obtain early diagnosis is diagnosed not earlier than primary school as difficulties in reading is used as first indicator. Yet, being able to detect and treat this problem even in preschool years would ensure better chances to limit its impact and help the child's future reading ability. To this aim a research team designed a series of serious games to train specific skills that have been proven to be effective against dyslexia. Specifically

in this study a system composed by various serious games designed for predicting the risk of developing dyslexia in very young children training also phonological skills and the visual-spatial attention, which are usually impaired in these children, in order to improve their future reading ability. The results of the study that are encouraging show that such serious games can be used as daily treatment

with a low probability of drop out allowing a discrimination between children with a high risk of dyslexia and other children, based on the players' performance [18].

III. SUPPORTING CHILDERN WITH MATH DIFFICULTIES

Developmental dyscalculia is a disorder in mathematical abilities presumed to be due to a specific impairment in brain function and is highly similar to legal definitions of mathematical disabilities. However although the theoretical definition of these constructs is generally agreed upon, their operalization is another issue, and varying selection criteria have tended to result in considerable differences between the populations in different studies as much remains to be discovered about the symptoms of dyscalculia [19]. 'The Number Race'' is an adaptive game

designed to improve number sense [20]. Like adaptive games in literacy this software was designed as a remediation tool for learning disabilities, but may also be useful in other populations associated with low number sense, such as children with low socioeconomic status. Its effectiveness

was checked using a crossover design in 53 low socioeconomic status kindergarteners in France. The findings
showed that children had improvements in tasks that had to do with number sense and more specifically with numerical comparison of digits and words. Additionally, children can use it with minimal supervision, making it
suitable for home or classroom use while its instructional principles behind ‘‘The Number Race’’ were based on research in numerical cognition (number sense, links between non-symbolic and symbolic representations of number; and understanding of addition and subtraction facts).

Additionally, it has been documented that educational games could function as effective and engaging teaching tools in promoting early number sense development [21].

In a previous study, Young-Loveridge [22] found teaching a group of low achieving 5-year-olds using commercial number books and games for 30 minutes a day for 7 weeks significantly improved their numeracy ability compared to the contrast group. The effect diminished with time after the intervention ceased but remained significant after a year.

Another well implemented randomized controlled study by Ramani and Siegler [23] found that playing number board games improved numeracy skills of low-income preschoolers. The study included preschool children from 10 urban Head Start centers. Seventy-two children were randomly selected to play a number board game with a trained experimenter while the other 64 played a different version of the same game using colors instead of numbers. The game included a liner number board with numbered squares, two game pieces, and spinner. Players took turns spinning and moving the game pieces around the board. They read numbers from the board aloud while moving game pieces. Each child completed 4 game sessions for 15 to 20 minutes each over a 2-week period. The results showed that at the end of the 2-week period, children who played the number game had better counting and number identification skills than those who played the color game and were also

better at picking the higher number from a pair and estimating positions on a number line.

IV. SUPPORTING CHILDREN WITH ADHD

In the area of childhood attention-deficit hyperactivity disorder, there is an urgent need for new, innovative, and child-focused treatments. Children with ADHD are hyperactive and impulsive and have difficulty concentrating, planning, and organizing their daily activities. These characteristics disturb their learning and achievement at school and causes problems to their social interactions with the
family and their peers. As a result all these may have a negative impact on the children's self-image and self-confidence as ADHD is one of the most frequently diagnosed disorder in school children under 16 years and is more common in boys that in girls [24].

Taking the above into consideration, a computerized executive functioning training, called "Braingame Brian", with game elements aimed at enhancing self-control, was designed. " Braingame Brian'' meets the need for a new, child-focused treatment for ADHD as it is the first program that trains three executive functions (working memory, inhibition and cognitive flexibility) at the same time and uses game elements in the training. The first results seem promising, while the future steps involve replication with larger samples, evaluating transfer of training effects to daily life, and enhancing motivation through more gaming elements [25].

Furthermore, the most researched approach, that is thought successful, is CogMed a computerized working-memory training that uses computer games that progressively increase working-memory demands. Young children may improve on games they practice, their working-memory tasks while many improvements may be shown on children with ADHD with poor working-memory spans [26].

In addition, video game therapy for children with ADHD has attracted a large amount of scholarly attention, because many children who do not inhibit their hyperactivity in other contexts will do so when playing intrinsically motivating video games. Lawrence et al. [27] highlighted that

6–12-year-old boys with ADHD perform beneath a normally developing control group when playing a cognitively demanding adventure video game, and even more so on a route task outside the laboratory, but perform equally well on a motor-skill targeting game that does not involve high working memory or distractor loads. According to them, this engagement makes video games ripe for therapeutic applications.

V. SUPPORTING CHILDREN WITH AUTISM

During the last years there is considerable advance in the research on innovative computer technologies for the education of people with Autistic Spectrum Disorder. The specialists and educators are aided by interactive environments in facing the daily abnormal reactions by autistic children that can generally be classified as problematic social interaction, communication impairment dealing
with verbal and non-verbal use of the language [28].

Various interactive environments have been designed for helping children with autism and in most of the cases these environments are software-educating platforms. In order to provide knowledge in an attractive way, these platforms use entertaining content in educational settings.

The games usually use photos of daily life or sketches in order to encourage children with autism to distinguish objects based on their basic characteristics. Specifically these kinds of interactive learning platforms motivate the children to correlate the objects with sounds and words [29].

Additionally, robotic systems are often included in the interactive environments. Developed as interactive toys for children, humanoid robots are used as research platforms for studying how a human can teach a robot, using imitation, speech and gestures. Increasingly, robotic platforms are developed as interactive playmates for children.

Recent literature reveals that robots generate a high degree of motivation and engagement in autistic persons, including those who are unlikely or unwilling to interact socially with human educators and therapists [30].

Moreover, Jowett EL [31] evaluated the effectiveness of a video-modeling package to teach a preschool child diagnosed with autism basic numeracy skills. The intervention consisted of iPad-based video modeling, gradual

fading of video prompts, reinforcement, in vivo prompting and forward chaining. The developers showed that at the end of the intervention the child could identify and write
the Arabic numerals 1-7 and understand the quantity each numeral represents in association with the lagged intervention. Lastly, this study confirmed that iPad-based video modeling, when used as the above intervention, could be an effective technique for teaching numerical skills to children with autism.

Recently, Serret [32] developed a serious game, ”Jestimule”, to improve social cognition in autistic children. The designers tried to develop the game with consideration for the heterogeneity of autism and thus new technology was used to facilitate the use of the game by young children or by children with developmental delays. They also evaluated the serious game for its effectiveness in teaching the autistic children to recognize facial emotions, emotional gestures and emotional situations. The results of the study showed that the children who used ”Jestimule” could play and understand the serious game even when they had intellectual disabilities. They also showed that participants improved their recognition of facial emotions, emotional gestures and emotional situations in different tasks. These preliminary results have clear education and therapeutic implications in this disorder and should be taken into account in future training.

VI. SUPPORTING CHILDREN WITH INTELLECTUAL AND PHYSICAL DISABILITIES

Students with Intellectual Disability (ID) are often described as “slow learners” and cannot easily follow the normal curriculum. In other words the needs of a person with ID for accomplishment, enjoyment and perception of high quality multimedia content are augmented. In general education settings serious games for learning seem to work successful with students regardless of their developmental state. However, if this approach is suitable and effective for students with ID, this is a subject of investigation and consideration [33].

However, according to some researchers, there are games that seem effective and successful for children with such difficulties. More specifically, in games such as
Sebran and All About Numbers children with ID visualize grammatical, vocabulary and mathematical concepts with colorful pictures and animations. Additionally, Alphabet Track gives children the opportunity to move through
eight fun activities at their own pace. As a result, children learn to recognize and locate letters of the alphabet quickly and consistently acquiring more spelling independence.
Moreover, Toward Independence is a well-rounded collection of five life-skill programs/games that covers basic vocabulary and community outings, money skills, shopping and social behavior [34].
Moreover, Cameirao, et al [35] stated that videogames, involving the sensory-motor system and problem solving skills are more than serious candidates for neuroehabilitation and motor or cognitive training. Additionally, identified several improvements in gaming activity, from reaction times to spatial skills, and noted the chances to use this kind of media to improve cognitive functions in individuals with particular needs as young children with special health-related problems or young disabled [36].
Furthermore, commercial gaming technology is now focusing on physical interactivity, as in the control system of Nintendo DS®, and Nintendo Wii®, which involves the whole body in the game activity. Both of these applications allow the manipulation of virtual objects on the screen, through the performance of intuitive gestures handling real tools [37]. These potentialities have inspired
some interesting projects as Pearson and Bailey [38] who proposed to analyze the effects of this console system in supporting learning processes in cognitively and physically disabled people. The physical nature of interaction can be particularly appealing for these individuals, facilitating their acceptance of computer-mediated learning programs helping as well children with problems like apraxia.

Last but not least, Lumbreras and Sanchez [39] developed a 3D audio Virtual Game named AudioDOOM for blind children. The child is asked to handle a joystick to explore a maze following 3D audio cues and finding enemies. After several sessions, participants showed to be able to reproduce a physical representation of the maze using Lego bricks. As a result of the above findings the Swedish Library of Talking Books and Braille proposed a series of 13 computer games on their web site, specially designed for children with different visual impairments.

Specifically, the games were small Macromedia FlashTM applications, designed using graphics and sound in order to encourage children with visual impairments to exercise visual objects recognition, and to create picture-based and sound-based games [40].

VII. SUPPORTING GIFTED CHILDREN

Preschool gifted education is arguably the most ne-glected area in education. According to Barbour and Shaklee [41] gifted children 0 to 8 years of age are among the most underserved children, even though early intervention has a significant effect on their continued development. This neglect is likely the case for two reasons.

First, while public funding for preschool gifted programs is non- existent and second the wrong view that gifted students do not require special support services because they will flourish under any and all circumstances [42].

Experts in gifted education disagree with this opinion as the early intervention makes a significant difference in a young gifted child's social and intellectual development [42].

In recent years new technology has become a common instructional method used with gifted and talented learners. It can be used to enhance and replace existing educational methods and to improve education for the gifted student. This same information technology can also be used to design an appropriate learning environment that allows for enriched learning experiences and more advanced study for these high-ability children [43].

In the light of the above statements, teachers may enhance learning concepts using online learning games as many talented students enjoy stimulating and challenging activities [44]. Teachers can find games titled Math Bingo and Wacky Wordplay at Education World's Online Game Archives or subject-area action games at About.com (http://homeschooling.about.com/ od/games). Online
learning games can be used to reinforce concepts in many different areas according to children's interest [45].

In addition, according to a recent study internet-based information and communication technology (ICT) can assist in registering, integrating, evaluating, and reporting instructional, learning, and evaluation processes in various ways gifted children in kindergarten. Mooij [46] also developed a psychometrically controlled screening game -for both parents and teachers-that estimates a child's level by comparing the child's behaviour with the behaviour of same-age peers. The results can be used to check and compare the parents' and kindergarten teachers' views of the child as well as to collect and design the appropriate play materials or instructional lines according to child's level.

Lastly, Cukierkorn et al [47] suggest that gifted children should synthesize their learning, proposing that children's work may be scanned and placed into a PowerPoint presentation, allowing the child to choose slide design styles, create slide titles, and add text. They continue saying that these presentations can then be shared with other students and parents or published on the Web. This action can be useful because gifted children can improve their skills and feelcomfortable when they exchange information with each other.

VIII. CONCLUSIONS

As it has been discussed in this short review article educational games have a rich potential to incorporate the instructional content and methodologies required for pre-school children with developmental and other disabilities.

A number of games for different educational fields was presented and many considerations were presented. The fields of learning difficulties

and developmental disorders as well the field of talented and gifted children were explored talking into consideration the needs of these children.

However it is our view that the integration of serious games in the kindergarten classroom is more of a matter of attitude rather than a question of appropriate game design. According to the researchers, educators need to rebuild their faith in gaming, become familiar with digital gaming and assimilate a medium that promises to reveal the hidden potential of their children.

In addition, game researchers and the game industry need to understand the possibilities of educational games and create games that are able to flourish learning. The limits of time, resources as well as the requirements of curriculum and individual instructional needs should clearly be taken into consideration, especially with respect to preschoolers with intellectual or other disabilities.

The educational sector and the game industry need to be cooperated in order to offer the best and more appropriate results in education of preschoolers who face difficulties. Despite of the above findings of our research we have to mention the need of more attention and research on the domain of special education. The new generation and the demand of new society seem more demanding and thus the need of more educational games is necessary.

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Learning Tips:
Как подготовиться к реферированию статьи на английском языке

При работе над реферированием статьи происходит осмысление отдельных положений, представляющих основу текста оригинала, сокращение всех малозначащих сведений, не имеющих прямого отношения к теме, обобщение наиболее ценных данных и их фиксирование в конспективной форме.

Общепринято излагать содержание работы при реферировании объективно, без критической оценки материала со стороны референта.

Заголовок при реферировании всегда оставляется на языке оригинала. Если используется другой язык, то после названия произведения в скобках даётся перевод.

Объём реферирования статьи зависит от объёма оригинала, его научной ценности, языка на котором он опубликован. Работы на иностранном языке могут быть более подробными. Максимальным объёмом реферирования принято считать 1200 слов при сокращении текста оригинала в 3, 8, 10 раз.

Процесс реферирования заключается не просто в сокращении текста, а в переработке содержания, композиции и языка оригинала. Необходимо выделить главные факты и изложить их в краткой форме. Второстепенные же факты, детальные описания, примеры, исторические экскурсы необходимо опустить, однотипные факты сгруппировать, дать их общую характеристику, цифровые данные систематизировать и обобщить. Язык и стиль оригинала в этом случае меняется в сторону нормативности, нейтральности, простоты и краткости.

Таким образом, реферирование статьи – это не простой набор ключевых фрагментов текста, на базе которых он строится, а новый, самостоятельный текст.

Для связности изложения используются специальные клише, которые можно сгруппировать по следующим принципам:

1) для выражения общей оценки источника, его темы, содержания: «статья посвящена…», «целью статьи является…», «статья представляет собой…»;

2) для обозначения задач, поставленных и решаемых автором: «в первой (во второй…) главе автор описывает (отмечает, анализирует и т. д)…»;

3) для оценки полученных результатов исследования, для выводов «результаты подтверждают…», «автор делает вывод, что…» и т. д.

Следующие основная схема поможет вам в реферировании статей из газет, журналов, книг и других источников:

1. The Moscow Times dated the 10th of May carries an article headlined …	- В газете … от 10 мая помещена статья, озаглавленная…
2. The article deals with…	- В статье говорится о…
3. Here is something about …	- Вот некоторая информация о…
4. The article is devoted to the analysis of the situation in …	- Статья посвящена анализу обстановки в …
5. The article discusses (points out, stresses on, reviews)…	- В статье обсуждается (указывается на, подчёркивается, что, рассматривается)…
6. The article goes on to say …	-Далее в статье говорится…
7. It should be noted that … -	- Следует отметить, что…
8. In conclusion the article says…	- В заключение в статье говорится…
9. That’s about all I wanted to say.	- Это, кажется, всё, о чём мне хотелось вам сообщить.

Клише для составления аннотаций и реферирования статей

1. The article is headlined…
2. The headline of the article I have read is …
3. The main idea of the article is …
4. The article is about / deals with / is concerned with…
5. The article opens with…

6. At the beginning of the article the author depicts / dwells on / touches upon / explains / introduces / mentions / comments on / underlines / criticizes / makes a few critical remarks on / gives a summary of…
7. The article /the author begins with the description of / the analysis of …
8. Then / after that / next / further on / the author passes on to / goes on to say / gives a detailed analysis of…
9. In conclusion the author…
10. The author concludes with…
11. The article ends with…
12. At the end of the article the author draws the conclusion that…
13. At the end of the article the author sums it all up by saying…
14. I found the article interesting / informative / important / dull / of no value…

Unit 10. IMPORTANCE OF COMPUTER-AIDED EDUCATION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD) КАК ПОДГОТОВИТЬ УЧЕБНУЮ ПРЕЗЕНТАЦИЮ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- learn more about the importance of computer-aided education for children;
- enlarge your ESP vocabulary
- make a power-point presentation on the topic

Importance of Computer-Aided Education for Children with Autism Spectrum Disorder (ASD)

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ABSTRACT

Education materials such as computers, tablets etc. used in the education of normally developing children starting from pre-school, are also used in the education of the children with special needs, albeit inadequately. Computer-aided education has a significant potential in terms of increasing the educational experiences and facilitating the education of the children with special needs. Despite its limited use in our country, the said technology, which has been used in the western world for a long time, has become a tool that supports the academic skills of the individuals with special needs as well as facilitating their daily lives. In this study, literature related to the children/youth diagnosed with ASD were scanned and information has been compiled in such subjects; "the targets set to develop the skills of children/youth diagnosed with ASD through the usage of technology-aided education and the results, thereof, achieved; the content of the programmes that were applied and the differences between desk-based and computer-based education. Even though all the studies were case studies, the outcome shows that technology supported education brings out a more positive development. While obtaining information through the scanning of the said literature, face-to-face interviews were held and relevant questions were asked to the professional staff who work in the field of special education and deal with the children diagnosed with ASD in the TRNC, with the aim of finding out their perspective vis-a-vis the technology aided education of the children/youth diagnosed with ASD. This study aims to provide information, to parents and to experts who work in the domain of special education and to shed a light to researchers who will engage in future, more detailed studies.

Keywords: computer aided education, special education, autism spectrum disorder

INTRODUCTION

As in all areas of education; besides educational environment, staff and selected education methods, the materials used are of great importance in the education of children with special needs (Hizal, 1982). Computers ensure and even force the children to actively participate in the entire

educational process. In other words; children have to actively participate in the study/work if they are to complete the learning process, hi fact, computers force/encourage children in such a way that they actually enjoy this enforcement (Senis, 1992).

Considering the general benefits of computer usage in education and training, it is possible to enlist the following: It motivates the child and is interesting; it contributes to permanent experiences; develops skills and behaviour, has wide-range applicability, enabling education based on needs (Dogan, 2003).

Computers enable each and every child to actively participate in the learning process, because computer-aided education provides individualized education. Researches and observations show that although they may be at the same developmental stage, there may be differences amongst individuals. These differences, referred to as individual differences, stern from the genetic differences of individuals. Some of these do not change for a life time, whereas some change due to different socio-economic and cultural environments individuals find themselves in. In addition, inadequacies in the systems of stimulant perception and response of some individuals, their disabilities or capabilities cause them to be different from the individuals in their age group. As a result, even if the individuals are at the same level of education, they have to be educated with the appropriate tools and methods which have to take into account the qualities and abilities of the individuals. Individuality plays an even bigger role in special education, as the level of differences between the children who receive special education is much greater (Cilenti & Kamuran, 1991).

Computers allow adjustment of learning periods for different skills; practising of already learnt skills and developing towards the next stage. Teachers who work in special education utilise computers as a tool of education in addition to motivating the children to learn, to develop their academic skills and as a means of reward (Bahr, 1991). The importance of using of computers becomes more evident when the different features of children with special needs; i.e., their inadequacy in academic skills, their short attention span, and their need to be motivated more when compared to their peers, are considered. Moreover, special education teachers and

experts emphasize strongly that the computers affect the attitude of the children towards the class activities in a positive way and it provides the children with more opportunity to practise their basic skills (Cosden & Semmel, 1987).

Results of many studies show that computer-aided education is more effective than the conventional education (Bayhan, 1993). However, the studies regarding different special needs groups have to be planned differently and accordingly with their levels and programmes have to be developed taking these into account. No matter for which disabled group and for which skill they are developed for, computer software have to have certain features. These are;

- In order to intensify the attention, important information in the software has to be emphasized both visually (colours, framing, underlining, etc.) and aurally (verbal cautioning, music, etc.)
- Those required in the content of the programme has to be indicated in a short and clear manner and has to be the appropriate for the level of the child's development.
- Programmes have to include clues and assistance (both verbal and sign) to facilitate learning.
- Feedback (reward for correct answer, new try as well as help for wrong answer) should be given for each response.
- Regardless of the skill the programme contains, it must follow a sequence from simple to complex (Kuloglu & Piskin, 1994).

In the light of this information, the contribution of computer-aided education to various basic principles such as motivation, individuality, frequent repetition, applying one situation to another (to transfer), feedback, education based on senses, is indisputable.

Computer-Assisted Education for Children with ASD

Autism Spectrum Disorder (ASD) is described as a neuro-developmental disorder that appears in social environments characterized by inabilities to communicate and interact and restricted repetitive behaviours and interests (APA, 213). There are different types of disorders under the main category of ASD; such as, Autism, Asperger Syndrome,

Childhood Disintegrative Syndrome and Atypical Autism (Kircaali-Iftar, 2007).

Autism is also characterized by cognitive impairment as well as inabilities in communication and creative activities.

Insistence of the child on sameness is a core feature of autism. In comparison to people, computers are tools that tend to provide for such kind of sameness. This is the main reason why children with ASD prefer mechanical objects in communication instead of people. Hence, the interest of the autistic children in mechanical objects allow the usage of computers.

Colby and Smith (1970) emphasize the significance of usage of computers for autistic children. Computers never get tired, they are predictable, always saying the same thing in the same manner, never becoming angry or bored. Colby has used computers to trigger the development of speech of autistic children with speech difficulties. He developed a game that utilises symbols, combined with human voice, which appear on the screen when the buttons are pressed on the keyboard. He worked with 17 autistic children with speaking difficulties, setting, after 50 and 100 half-hour education sessions, significant targets to be used for educational purposes in the field of language development. In this training, prior importance was given to using clear expressions and sentences used in daily communication (Weir, 1987).

Pleinis and Romanczyk observed that computers have a positive effect on the comparative performances of the autistic children in the domains of attention and other education methods (Chen et al., 1993). Computer-aided education increases the verbal communication among autistic children and provide for peer communication. This is also effective in the application of social skills to other situations (Randoss et al., 2011). Bolte, Golan, Goodwin and Zwaingenbaum, through their studies, have observed that computers and internet minimized the problems experienced by autistic individuals in verbal communication and interaction and made their lives easier (Bolte etal, 2010).

Circumstances/objects contained in a material that is not intended for its use of purpose (for example the shape of card instead of the object on

the card) can prevent autistic children from learning. Autistic children can pay more attention to the worn out edge of the card instead of the educational content contained in the card. Computers are suitable for both adults and children, as they do not have these types of idiosyncratic and random behaviours. However, computers can provide warnings that are limited in numbers and merely those that can be observed on a screen. Thus, if an autistic child directs his/her attention to a situation other than what is displayed on the screen, this situation will be eliminated at the beginning of the training (Panyan & Marion, 1984). This over selective response is being discussed as a problem affecting learning and generalization in autistic children. This situation occurs when the child focuses on an irrelevant point in a complex stimulus and affects the child giving the right reaction.

With the introduction of technology into educational life, computer and internet usage have been considered as beneficial in supporting the cohering of autistic children. Considering that technology will assist individuals with autism in their functional inadequacies, increase their learning abilities, allow them to be independent and facilitate their communication, Lozano, Ballesta and Murcia (2011) have developed an educational computer programme for children attending primary and secondary school that will enable learning of social and emotional skills.

9 children, aged 8-18, who had difficulty in expressing their emotions participated in the research. The research lasted 20 weeks in total, conducted twice a week as 45-minute courses. It was observed that the programme was effective on autistic children, and the families and teachers noticed these positive developments (Lozano et al, 2011).

Moreover, in support of the development of social skills, Escobedo, Nguyen, Boyd, Hirano, Rangel, Gorcia-Rosas, Tentori and Hayes (2012) have developed an auxiliary tool named MOSOCO (Mobil Social Compass). The study was carried out on 12 children with the diagnosis of ASD. In the study, emphasis was put on such social skills as whether the student made eye contact, cohered with his/her peers and conversed about himself/herself. Results of the research show that MOSOCO facilitates

learning and implementation of social skills and also strengthens the qualitative and quantitative social interaction (Escobedo et al, 2012).

Hetzroni and Tannous evaluated the effectiveness of computer-aided programs on the communication skills of the children with ASD. The main target is to decrease the echolalia of children. Five children aged between 7 and 12 participated in the study. The programme consisted of three main sets; game, food and cleaning. Findings showed that the computer-aided program had positive effects on improving communication skills of all the participating children (Hetzroni & Tannous, 2004).

In another study, Hourcade, Bullock Rest and Hansen (2012) assessed the effectiveness of touch-screen tablet applications in the development of social skills of children with ASD. This study which was carried out with three children aged 9-13, programs were designed with the aim of improving children's creativity, fine motor, sequencing, sharing, and cooperation skills. The findings of this study, which was developed as a case study, show that tablet applications are effective in the improvement of social skills of the subjects (Hourcade et al., 2012).

Moore, Cheng, McGrath and Powell (2005) have developed collusive virtual environment technology for children who had ASD diagnosis. In their study, they used a three-dimensional simulation program similar to real life environment. 34 children, aged 7-16, with ASD diagnosis participated in the study. The aim of the work is to provide the children with skills to recognize feelings. In the study, a program was designed which included different phases with happy, sad, angry and scared facial expressions. The study has shown that 90% of the children were successful in identifying feelings (More et al., 2005).

Moore and Calvert (2000), in teaching vocabulary to children with ASD diagnosis, compared the computer-aided teaching methods with the teacher assisted teaching methods. 14 children between the ages 3-6 participated in the study. The behavioural programme and the educational software used in the study assessed the attention, motivation and learning characteristics of children in learning words. Study results show that the children are more successful in learning words through computers (More & Calvert, 2000).

Tang, Jheng, Chien, Lin and Chenn (2013) have designed system called "iCAN". iCAN includes arrangement of PECS (Picture Exchange based on Communication System) on tablet computers which is also used in the communication of children within the range of autism (Tang et al, 2013). 11 children, aged 5-16 with ASD diagnosis participated in the study. The study showed that the application of iCAN is useful for the children.

As referred to in another study, kinaesthetic cues in autistic response are better than visual cues. This situation is related to the ability of the child to define his/her body movement very well. According to Ornitz, like objects which rotate and swing and stroke on their own, autistic children clap their hands and shake their legs; and use these movements to warn their surroundings. They use their own bodies and body parts for kinaesthetic feedback. In a study, "a mechanical turtle" of a logo program was introduced to the child. As a result of the use of "a mechanical turtle" in this program on a study with numbers, the child's success and interest increased and, he/she was able to make a move without guidance (Weir, 1987).

Moreover, the program of "Basic Skills Keyboards", prepared for autistic and atypical children, increases children's attention, speeds, response rate/speed, willingness, problem solving skills, and it can be an effective stimulus for social interaction, mutual communication and behavioural change. This programme, is an experimental discovery programme which aims to provide a learning environment that meets the needs of children. As is clearly stated by the two main ideas put forward by the related individuals, autistic individuals seem to be inelastic in information process. These researchers define this as the "Gestalt" process. It means: autistic individuals should be trained to learn the information as a whole (Levine, Jude & Curtis, 1986).

Individuals with ASD are seen inadequate in distinguishing the components of knowledge. As a result, they are inadequate to see how the environmental factors influence the parts forming a whole. Thus, autistic individuals are less functional when they are expected to adapt themselves to short term stimulus, which are related and move very fast.

METHOD

Research Design and Methodology

A qualitative research method was used in the study. Analysing the events and facts ip social sciences in their own environments and conducting a field study, enable the perception of wide variety of events to become more understandable. This kind of approach in social sciences makes it more conceivable. In social sciences, this kind of approach helps to produce more realistic results. In the field of social sciences, there is no single fact and no single truth, reality and perceptions are multiple, rigid rules are not applicable; however, descriptions can be made in accordance with the environment. For this reason, the qualitative research method in social sciences, in recent years, has been considered as an important method (Yildmm & §imsek, 2005). In qualitative research, the concept of "transferability" is adopted instead of "generalization". Descriptions revealed at the end of research, merely show the value of being transferable to similar environments (Erlandson et al., 1993). In this context, interviews with the special education teachers used in the study, have been transferred to the reader by creating themes and interpreting their analysed opinions and experiences.

This research has been carried out with descriptive analysis and supported by qualitative data. Qualitative data were generated by using the method of face-to-face interviews with the teachers working in the field of special education at the State and private special education centres operating within framework of the TRNC Ministry of National Education (MoNE) For interviews, 15 interviewees were targeted, however, since 3 interviewees could not be reached, and 1 refused the interview, 11 interviewees were done. The preliminary permit which was received from the TRNC Ministry of National Education (MoNE), required for the realization of this study, is presented in the annex (Annex 1). The aim of this study is; to emphasize the suitability of the use of computer-aided teaching and technology in facilitating the academic, speech-communication and social lives of children and individuals with ASD diagnosis, as well as shedding light to the field through reflecting the experiences, observations and contributions regarding computer-aided

teaching of special education teachers with different occupational experiences.

Findings and Remarks

A total number of 11 special education teachers were interviewed for the purposes of this study. Thematic approach was used for data analysis and names of institutions and interviewees were kept confidential. In an attempt to obtain wide and comprehensive information, the semi-structured interview technique was used and interviews were carried out face-to-face. In order to carry out the interviews, available dates and times of the interviewees were noted, appointments were made and interviewees were visited in their respective institutions.

Interviews were completed in 30 to 50 minutes and were audio-recorded with the consents of the interviewees. The data was later evaluated by listening to the audio-recorded interviews.

During the interviews, questions were asked regarding the field experience of the special education teachers, whether they used computer-assisted education, for what purpose and for which skills; and whether there was a difference between desk-based and computer-aided education with respect to the learning of the children. Finally, they were asked to share their knowledge and experience with regards to the teaching practices that they use in their current institutions.

The information provided by the special education teachers is as follows; when the field experience of the special education teachers were considered, it was determined that 3 of the teachers have *1* year of teaching experience, 1 has 2 years of experience, 2 have 3 years of experience, 2 have 4 years of experience, *1* has 5 years of experience, *1* has 7 years of experience and 1 has 25 years of experience in teaching children with ASD. The participating teachers' field experience is between 1-25 years, which indicates that they are highly experienced. Their positive-negative and appropriate-inappropriate predictions regarding their practices with the children suggest that they have the necessary experience.

All of the participating special education teachers stated that they use computers for educational purposes. They have also stated that they mostly use computer-aided education while working on self-care skills

(washing/drying hands, brushing their teeth, etc.), daily life skills (house work/ kitchen skills, etc.) and academic skills (colour, opposites, etc.). The participants also stated that, apart from computers, that they make use of interactive whiteboards and tablets.

When the special education teachers were asked whether "the desk-based or computer-aided education makes learning for the children with ASD easier", a great majority stated that computer-aided education is more beneficial. According to the participants, the use of computers in distractible children and those with a limited eye contact revealed greater benefits. They have also stated that they use computer-aided education for revising and generalisations.

The problems encountered by the teachers in computer-aided education is related to the programs used. The participants stated that there are deficiencies in the software designed for the target age group as well as those that take into account the individual differences of the children. There are also deficiencies regarding the stages set within the programmes, and that the majority of the software that is available tend to focus mainly on academic skills.

RESULTS AND SUGGESTIONS

National Autism Centre (NAC) has carried out a number of studies and prepared reports in order to identify methods of intervention as regards children with ASD. In the aforementioned report, the methods of involvement are categorised into three types; scientific-based, up-and-coming and those that lack scientific basis (NAC, 2009). It is observed that, the report published by Wang et al. includes technology-assisted education (Kiriz & Yikrrus, 2016).

In order to make use of computer-assisted education for children and individuals with ASD, there is need for software that is designed for different educational development fields and have appropriate stages. The software must support the academic, as well as social-emotional skills and address inadequacies intensively while also supporting language and communication skills of the users. The software must also be designed taking into account the age, interests and level of skills of the children.

When the benefits of Computer Aided Education for children referred to in this study are taken into account;

- Computers provide consistency, regularity, usefulness and stimulates willingness without exertion of undue pressure and allows the children to control their learning process.
- Structured computer programs help autistic children to overcome their over stimulation selectiveness through practice or sufficient experience.
- The use of voice separator in speech provides a similar strategy in acquiring verbal language.
- Multiple internal-external tools can be adapted according to the development of the child (touch screen, joystick, etc.)
- Computer voice separator provides children that are unable to develop their speech skills with mutual communication through a visual interpretation of the language or symbol systems (12).

The results of the studies on the use of computer-aided education with children diagnosed with ASD reveal that the children learn such skills as academic skills, mood state skills, social and emotional skills more easily through computer-aided education. The results also suggest that, with computer-aided education, children with ASD can more easily tolerate and regulate their inadequacies stated in their medical diagnosis. Nevertheless, the majority of the area studies are case studies. In order to increase the reliability of the studies, there is need for further case studies; for the families to be involved in the studies; for the technology-assisted tools not to be limited to the school environment but also be present at the home environment. These are also important for children to generalise their skills There is also need for further studies with people who work in this occupational area who are the ones implementing these studies. Studies that look into the views of the members of the profession with regards to the use of technology in education and learning, as well as those that measure the knowledge and level of experience are particularly important. Briefing the members of the profession about the use of technological devices by means of in-service training is significant, as this will directly have a positive impact on the learning of children with ASD.

Furthermore, technology-assisted education for children/youth in question must not only be limited to the teaching of academic skills, but instead, it must also become a tool that will help make the lives of children/youth diagnosed with ASD easier. Consequently, authentic programs intended for all skills and for children with various levels of development must be designed and in order to allow programmers and members of the profession to work in cooperation for the development of the software, necessary arrangements need to be made and be supported with projects and incentives.

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Learning Tips:
Как подготовить компьютерную презентацию

Компьютерная презентация

Любая технология, в том числе и создание компьютерной презентации, имеет свои правила, принципы, приемы.

Что такое компьютерная презентация?

Презентация (от английского слова - представление) – это набор цветных картинок-слайдов на определенную тему, который хранится в файле специального формата с расширением PP. Термин «презентация» (иногда говорят «слайд-фильм») связывают, прежде всего, с информационными и рекламными функциями картинок, которые рассчитаны на определенную категорию зрителей (пользователей).

В чем достоинство презентаций?

1. Последовательность изложения. При помощи слайдов, сменяющих друг друга на экране, удержать внимание аудитории гораздо легче,

чем бегая с указкой меж развешанных по всему залу плакатов. В отличие же от обычных слайдов, пропускаемых через диапроектор, компьютерные позволяют быстро вернуться к любому из уже рассмотренных вопросов или вовсе изменить последовательность изложения.

2. Конспект. Презентация — это не только то, что видит и слышит аудитория, но и заметки для выступающего: о чем не забыть, как расставить акценты. Эти заметки видны только докладчику: они выводятся на экран управляющего компьютера.
3. Мультимедийные эффекты. Слайды презентации — не просто изображение. В нем, как и в любом компьютерном документе, могут быть элементы анимации, аудио- и видеофрагменты.
4. Копируемость. Копии электронной презентации создаются мгновенно и ничем не отличаются от оригинала. При желании слушатели могут получить все показанные материалы.
5. Транспортабельность. Дискеты с презентацией гораздо компактнее свертка плакатов и гораздо меньше пострадает от частых путешествий то на одно, то на другое «мероприятие». Более того, файл презентации можно переслать по электронной почте.

Если весь процесс работы над презентацией выстроить хронологически, то начинается он с принятия решения о проведении презентации и планирования, затем — отбор содержания и создание презентации, проведение и заключительная работа после ее окончания — анализ.

Некоторые правила организации материала в презентации

- Главную информацию — в начало.
- Тезис слайда — в заголовок.
- Анимация — не развлечение, а метод передачи информации. Анимация — еще и средство привлечения и удержания внимания.
- Трансформация одного слайда в другой позволяет не терять логику визуального рассказа.

- Если что-то устроено просто, рисовать надо еще проще.
- Визуальная привлекательность и эмоциональность.

Хорошее исполнение — это ключ к вниманию и пониманию, уважение к аудитории, приятные впечатления от просмотра

Методические рекомендации по созданию презентации на иностранном языке

1. Подумай, о чем ты хочешь рассказать в своей презентации. Составь план презентации.
2. Проанализируй необходимую литературу. Подбери цитаты, иллюстративный материал.
3. Повтори слова, необходимые для составления комментария к презентации.
4. Текст слайда должен состоять из кратких и простых по грамматической структуре предложений.
5. Иллюстрации должны отражать содержащуюся на слайде информацию.
6. Слайды должны быть логически последовательными.
7. Не забывай, что при представлении презентации комментарии к слайдам должны содержать больший объем информации, чем отражено на самом слайде.
8. Дизайн слайдов должен быть выдержан в едином стиле и не мешать восприятию содержащейся на нем информации.

Unit 11. WHAT IS SPEECH AND LANGUAGE IMPAIRMENT? КАК ПОДГОТОВИТЬ РЕФЕРАТ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- learn about speech and language impairment;
- enlarge your ESP vocabulary;
- reference an article.

What is speech and language impairment?

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

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

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

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

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

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

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

would become American Speech-Language-Hearing Association (ASHA) and the birth of speech-language pathology.

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

What can speech impairments result in?

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

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

against discrimination in "job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment".

Terminology

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

1. *Alternative and augmentative communication (AAC)*: Assistive technology that helps individuals to communicate; may be low-tech or high-tech
2. *Articulation disorder*: Atypical generation of speech sounds
3. *Cleft lip*: Upper lip is not connected, resulting in abnormal speech
4. *Cleft palate*: An opening in the roof of the mouth that allows too much air to pass through nasal cavity, resulting in abnormal speech
5. *Communication*: Transfer of knowledge, ideas, opinions, and feelings
6. *Communication board*: Low-tech AAC device that displays pictures or words to which an individual points to communicate
7. *Communication disorder*: Disorders in speech, language, hearing, or listening that create difficulties in effective communication
8. *Disfluency*: Interruptions in the flow of an individual's speech
9. *Expressive language*: Ability to express one's thoughts, feelings, or information
10. *Language*: Rule-based method used for communication
11. *Language delays*: Slowed development of language skills
12. *Language disorder*: Difficulty/inability to comprehend/make use of the various rules of language
13. *Loudness*: A characteristic of voice; refers to intensity of sound
14. *Morphology*: Rules that determine structure and form of words
15. *Otitis media*: Middle ear infection that can interrupt normal language development
16. *Pitch*: A characteristic of voice; usually either high or low
17. *Phonological awareness*: Understanding, identifying, and applying the relationships between sound and symbol
18. *Phonology*: Rules of a language that determine how speech sounds work together to create words and sentences

19. *Pragmatics*: Appropriate use of language in context
20. *Receptive language*: Ability to comprehend information that is received
21. *Semantics*: System of language that determines content, intent, and meaning of language
22. *Speech*: Vocal production of language
23. *Speech impairment*: Abnormal speech is unintelligible, unpleasant, or creates an ineffective communication process
24. *Speech/language pathologist*: Professionals who help individuals to maximize their communication skills.
25. *Speech synthesizer*: Assistive technology that creates voice
26. *Stuttering*: Hesitation or repetition contributes to dysfluent speech
27. *Syntax*: Rules that determine word endings and word orders
28. *Voice problem*: Abnormal oral speech, often including atypical pitch, loudness, or quality

SPEACH DISORDERS

The following are brief definitions of several of the more prominent speech disorders:

Apraxia of speech

Apraxia of speech is the acquired form of motor speech disorder caused by brain injury, stroke or dementia.

Developmental verbal dyspraxia

Developmental verbal dyspraxia refers specifically to a motor speech disorder. This is a neurological disorder. Individuals suffering from developmental verbal apraxia encounter difficulty saying sounds, syllables, and words. The difficulties are not due to weakness of muscles, but rather on coordination between the brain and the specific parts of the body. **Apraxia of speech** is the acquired form of this disorder caused by brain injury, stroke or dementia.

Interventions are more effective when they occur individually at first, and between three and five times per week. With improvements, children with apraxia may be transitioned into group therapy settings. Therapeutic exercises must focus on planning, sequencing, and coordinating the muscle movements involved in speech production. Children with developmental

verbal dyspraxia must practice the strategies and techniques that they learn in order to improve. In addition to practice, feedback can be helpful to improve apraxia of speech. Tactile feedback (touch), visual feedback (watching self in mirror), and verbal feedback are all important additions. Biofeedback has also been cited as a possible therapy. Functional training involves placing the individual in more speech situations, while providing him/her with a speech model, such as the SLP. Because the cause is neurological, however, some patients do not progress. In these cases, AAC may be more appropriate.

Dysarthria

Dysarthria is a motor speech disorder that results from a neurological injury. Some stem from central damage, while other stem from peripheral nerve damage. Difficulties may be encountered in respiratory problems, vocal fold function, or velopharyngeal closure, for example.

Orofacial myofunctional disorders

Orofacial myofunctional disorders refers to problems encountered when the tongue thrusts forward inappropriately during speech. While this is typical in infants, most children outgrow this. Children that continue to exaggerate the tongue movement may incorrectly produce speech sounds, such as /s/, /z/, /ʃ/, /tʃ/, and /dʒ/. For example, the word, "some," might be pronounced as "thumb".

The treatment of OMD will be based upon the professional's evaluation. Each child will present a unique oral posture that must be corrected. Thus, the individual interventions will vary. Some examples include:

- increasing awareness of muscles around the mouth
- increasing awareness of oral postures
- improving muscle strength and coordination
- improving speech sound productions
- improving swallowing patterns

Speech sound disorder

Speech sound disorders may be of two varieties: articulation (the production of sounds) or phonological processes (sound patterns). An articulation disorder may take the form of substitution, omission, addition,

or distortion of normal speech sounds. Phonological process disorders may involve more systematic difficulties with the production of particular types of sounds, such as those made in the back of the mouth, like "k" and "g".

Naturally, abnormalities in speech mechanisms would need to be ruled out by a medical professional. Therapies for articulation problems must be individualized to fit the individual case. The placement approach—instructing the individual on the location in which the tongue should be and how to blow air correctly—could be helpful in difficulties with certain speech sounds. Another individual might benefit more from developing auditory discrimination skills, since he/she has not learned to identify error sounds in his/her speech. Generalization of these learned speech techniques will need to be generalized to everyday situations. Phonological process treatment, on the other hand, can involve making syntactical errors, such as omissions in words. In cases such as these, explicit teaching of the linguistic rules may be sufficient.

Some cases of speech sound disorders, for example, may involve difficulties articulating speech sounds. Educating a child on the appropriate ways to produce a speech sound and encouraging the child to practice this articulation over time may produce natural speech, Speech sound disorder. Likewise, stuttering does not have a single, known cause, but has been shown to be effectively reduced or eliminated by fluency shaping (based on behavioral principles) and stuttering modification techniques.

Stuttering

Stuttering is a disruption in the fluency of an individual's speech, which begins in childhood and may persist over a lifetime. Stuttering is a form of disfluency; disfluency becomes a problem insofar as it impedes successful communication between two parties. Disfluencies may be due to unwanted repetitions of sounds, or extension of speech sounds, syllables, or words. Disfluencies also incorporate unintentional pauses in speech, in which the individual is unable to produce speech sounds.

While the effectiveness is debated, most treatment programs for stuttering are behavioral. In such cases, the individual learns skills that improve oral communication abilities, such as controlling and monitoring the rate of speech. SLPs may also help these individuals to speak more

slowly and to manage the physical tension involved in the communication process. Fluency may be developed by selecting a slow rate of speech, and making use of short phrases and sentences. With success, the speed may be increased until a natural rate of smooth speech is achieved. Additionally, punishment for incorrect speech production should be eliminated, and a permissive speaking environment encouraged. Electronic fluency devices, which alter the auditory input and provide modified auditory feedback to the individual, have shown mixed results in research reviews.

Because stuttering is such a common phenomenon, and because it is not entirely understood, various opposing schools of thought emerge to describe its etiology. The Breakdown theories maintain that stuttering is the result of a weakening or breakdown in physical systems that are necessary for smooth speech production. Cerebral dominance theories (in the stutterer, no cerebral hemisphere takes the neurological lead) and theories of perseveration (neurological "skipping record" of sorts) are both Breakdown theories. Auditory Monitoring theories suggest that stutters hear themselves differently from how other people hear them. Since speakers adjust their communication based upon the auditory feedback they hear (their own speech), this creates conflict between the input and the output process. Psychoneurotic theories posit repressed needs as the source of stuttering. Lastly, Learning theories are straightforward—children learn to stutter. It should be clear that each etiological position would suggest a different intervention, leading to controversy with the field.

Voice disorders

Voice disorders range from aphonia (loss of phonation) to dysphonia, which may be phonatory and/or resonance disorders. Phonatory characteristics could include breathiness, hoarseness, harshness, intermittency, pitch, etc. Resonance characteristics refer to overuse or underuse of the resonance chambers resulting in hypernasality or hyponasality. Several examples of voice problems are vocal cord nodules or polyps, vocal cord paralysis, paradoxical vocal fold movement, and spasmodic dysphonia. Vocal cord nodules and polyps are different phenomena, but both may be caused by

vocal abuse, and both may take the form of growths, bumps, or swelling on the vocal cords. Vocal fold paralysis is the inability to move one or both of the vocal cords, which results in difficulties with voice and perhaps swallowing. Paradoxical vocal fold movement occurs when the vocal cords close when they should actually be open. Spasmodic dysphonia is caused by strained vocal cord movement, which results in awkward voice problems, such as jerkiness or quavering.

If nodules or polyps are present, and are large, surgery may be the appropriate choice for removal. Surgery is not recommended for children, however. Other medical treatment may suffice for slighter problems, such as those induced by gastroesophageal reflux disease, allergies, or thyroid problems. Outside of medical and surgical interventions, professional behavioral interventions can be useful in teaching good vocal habits and minimizing abuse of vocal cords. This voice therapy may instruct in attention to pitch, loudness, and breathing exercises. Additionally, the individual may be instructed on the optimal position to produce the maximum vocal quality. Bilateral paralysis is another disorder that may require medical or surgical interventions to return vocal cords to normalcy; unilateral paralysis may be treated medically or behaviorally.

Paradoxical vocal fold movement (PVFM) is also treated medically and behaviorally. Behavioral interventions will focus on voice exercises, relaxation strategies, and techniques that can be used to support breath. More generally, however, PVFM interventions focus on helping an individual to understand what triggers the episode, and how to deal with it when it does occur.

While there is no cure for spasmodic dysphonia, medical and psychological interventions can alleviate some of the symptoms. Medical interventions involve repeated injections of Botox into one or both of the vocal cords. This weakens the laryngeal muscles, and results in a smoother voice.

Language disorders

A language disorder is an impairment in the ability to understand and/or use words in context, both verbally and nonverbally. Some characteristics of language disorders include improper use of words and

their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary and inability to follow directions. One or a combination of these characteristics may occur in children who are affected by language learning disabilities or developmental language delay. Children may hear or see a word but not be able to understand its meaning. They may have trouble getting others to understand what they are trying to communicate.

Specific language impairment

Interventions for specific language impairment will be based upon the individual difficulties in which the impairment manifests. For example, if the child is incapable of separating individual morphemes, or units of sound, in speech, then the interventions may take the form of rhyming, or of tapping on each syllable. If comprehension is the trouble, the intervention may focus on developing metacognitive strategies to evaluate his/her knowledge while reading, and after reading is complete. It is important that whatever intervention is employed, it must be generalized to the general education classroom.

Selective mutism

Selective mutism is a disorder that manifests as a child that does not speak in at least one social setting, despite being able to speak in other situations. Selective mutism is normally discovered when the child first starts school.

Behavioral treatment plans can be effective in bringing about the desired communication across settings. Stimulus fading involves a gradual desensitization, in which the individual is placed in a comfortable situation and the environment is gradually modified to increase the stress levels without creating a large change in stress level. Shaping relies on behavioral modification techniques, in which successive attempts to produce speech is reinforced. Self-modeling techniques may also be helpful; for example, self-modeling video tapes, in which the child watches a video of him/herself performing the desired action, can be useful.

If additional confounding speech problems exist, a SLP may work with the student to identify what factors are complicating speech production and what factors might be increasing the mute behaviors. Additionally, he/she might work with the individual to become more

comfortable with social situations, and with the qualities of their own voice. If voice training is required, they might offer this as well.

Aphasia

Aphasia refers to a family of language disorders that usually stem from injury, lesion, or atrophy to the left side of the brain that result in reception, perception, and recall of language; in addition, language formation and expressive capacities may be inhibited.

Language-based learning disabilities

Language-based learning disabilities, which refer to difficulties with reading, spelling, and/or writing that are evidenced in a significant lag behind the individual's same-age peers. Most children with these disabilities are at least of average intelligence, ruling out intellectual impairments as the causal factor.

Diagnostic criteria

The DSM-5 and the ICD-10 are both used to make specific diagnostic decisions. Speech and language disorders commonly include communication issues, but also extend into various areas such as oral-motor function—sucking, swallowing, drinking, or eating. In some cases, a child's communication is delayed considerably behind his/her same-aged peers. The effects of these disorders can range from basic difficulties in the production of certain letter sounds to more comprehensive inabilities to generate (expressive) or understand (receptive) language. In most cases, the causal factors that create these speech and language difficulties are unknown. There are a wide variety of biological and environmental causal factors that can create them, ranging from drug abuse to neurological issues. For more information on causal hypotheses, refer to the section on models.

Developmental disorders

Developmental disorders tend to have a genetic origin, such as mutations of FOXP2, which has been linked to developmental verbal dyspraxia and specific language impairment. Some of these impairments are caused by genetics. Case histories often reveal a positive family history of communication disorders. Between 28% and 60% of children with a speech and language deficit have a sibling and/or parent who is also

affected.[13] Down syndrome is another example of a genetic causal factor that may result in speech and/or language impairments. Stuttering is a disorder that is hypothesized to have a strong genetic component as well.

Some speech and language impairments have environmental causes. A specific language impairment, for example, may be caused by insufficient language stimulation in the environment. If a child does not have access to an adequate role model, or is not spoken to with much frequency, the child may not develop strong language skills. Furthermore, if a child has little stimulating experiences, or is not encouraged to develop speech, that child may have little incentive to speak at all and may not develop speech and language skills at an average pace.

Developmental disabilities such as autism and neurological disorders such as cerebral palsy may also result in impaired communicative abilities. Similarly, malformation or malfunctioning of the respiratory system or speech mechanisms may result in speech impairments. For example, a cleft palate will allow too much air to pass through the nasal cavity and a cleft lip will not allow the individual to correctly form sounds that require the upper lip. The development of vocal fold nodules represents another issue of biological causation. In some cases of biological origin, medical interventions such as surgery or medication may be required. Other cases may require speech therapy or behavioral training.

Acquired disorders

Acquired disorders result from brain injury, stroke or atrophy, many of these issues are included under the Aphasia umbrella. Brain damage, for example, may result in various forms of aphasia if critical areas of the brain such as Broca's or Wernicke's area are damaged by lesions or atrophy as part of a dementia.

An acquired language disorder occurs after the person is injured or ill, it is neurological. One of the most commonly known acquired language disorder is aphasia. Everyday activities are easily affected because of a language disorder. Communication impacts how understanding the person is of this disorder.

There is a sender and receiver to communication, the receiver needs to be able to understand the communication process. The receiver should

also be able to understand, so that they can respond and communicate back to the sender. The person needs to be careful how the sender/ receiver interprets the messages being sent.https://en.wikipedia.org/wiki/Speech_and_language_impairment -cite_note-:0-15 There are 4 types of barriers to communication for the sender/receivers, Process barriers, Physical barriers, Semantic barriers, and Psychosocial barriers. Process barriers are the sender and receiver of communication. Physical barriers, one of the biggest and major barriers to communication, are caused by distractions. The semantic barriers of communication are the words and meaning of the words and how they are used. Psychosocial barriers are the mental and emotional factors of communication. These barriers are important because of how to treat and an acquired language disorder. Noise plays a big role in the communication process, by helping to interpret the message and bringing out emotions and attitude.

Speech and Language Impairments in Children: Causes, Characteristics, Intervention, and Outcome

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Speech and language difficulties are so widespread in children and have such important implications for behavioral and emotional health and school functioning that, as a pediatrician, it's impossible not to be interested in them. The world of speech and language represents a wide territory and one that is likely to feel somewhat foreign, mapped as it has been by psychologists, psycholinguists, and speech and language pathologists. And that map is also rapidly changing. For these reasons, the edited volume under consideration makes particularly interesting reading for a developmental-behavioral pediatrician.

The 16 chapters are derived from plenary presentations made at the third international symposium on children's speech and language disorders, hosted by the organization Afasic. The charge to the 20 contributors was to

present cutting-edge information from their disciplines in terms that an educated parent, educator, or pediatrician could understand, while also giving sufficient background material to put the newer findings in context. On the whole, they succeeded admirably.

Within the 16 chapters, one finds information about normative development, the variants, causes, and consequences of specific language delay, and a smattering of innovative treatments. This isn't a comprehensive survey, but rather a smorgasbord of informed, sometimes brilliant, perspectives, each illuminating the topic from a different angle. Looking over comments scribbled across the 290-odd pages, I find adjectives such as "clear," "fascinating," "compelling," and "revolutionary." I also find, associated with not a few of the chapters, the word "difficult." Although all the chapters read well, the concepts in many of them were sufficiently complex and new to me that I found myself needing to reread them, before I felt any real grasp of their content.

Michael Tomasello kicks off the volume with an impressive challenge to Chomsky's theory that language acquisition relies on an inherent, instinctual grammatical processor. Rather, Tomasello argues, children construct their understanding of grammar by internalizing specific phrases and then creating parallel phrases by analogy. If exposure to language triggered a latent grammatical rule, you would expect to see grammatical complexity increase smoothly over time. Instead, progress is piecemeal and uneven. At any given point, a young child produces sentences of widely varying complexity, including some for which no abstract rules apply. One pleasing consequence of this argument is that it allows one to understand language development in terms of familiar cognitive processes (i.e., imitation and abstraction). Another is that it is consistent with the observation that differences in rate of language acquisition relate to differences in the amount and richness of children's exposure to language.

Another gem in the collection is the chapter by Robert Plomin and Philip S. Dale on the genetics of language and language delay. Presenting data from the Twins' Early Development Study (TEDS), a large, community-based study of language development in twins, the authors take

us through methods used to estimate the hereditability of both normative language and language delay. (The latter, it turns out, is even more hereditable than the former.) They then give us glimpses into the brave new world of multivariate genetic analysis, a method of estimating the extent to which two different traits share the same genes. Finally, they explain why language may be a particularly good area in which to look for the multiple genes that together determine language and many other continuously distributed traits.

In the next chapter, Grover Whitehurst and Janet Fiscel report on their explorations of the relationships between language development and reading in children growing up in poverty, a group with an extraordinarily high rate of both language delay and reading impairment. They lay the groundwork by reviewing the theory of emergent literacy, then describe a fascinating statistical approach for detecting underlying subgroups within data that appear to be normally distributed. Using this approach, they estimate that a surprising 20% to 25% of a sample of children in poverty have dyslexia. After a refreshingly nontechnical description of structural equation modeling, they use data from a large longitudinal sample of low-income children to show how language development is directly linked to letter and phonics knowledge at ages 4 or 5 years, but *not* subsequently. Their data support both the importance of early emergent literacy experiences and also later direct instruction in phonics and related skills. In the chapter that follows, Joy Stackhouse adds to the complexity by showing that, in individual cases, the relationship between early language delay and later literacy deficits is complex and difficult to predict.

Paula Tallal provides a particularly clear description of the theoretical underpinnings of *Fast Forword*, a computerized intervention for specific language impairment that uses acoustically modified speech sounds and that has shown striking results. Other chapters give similarly clear descriptions of more conventional therapeutic approaches. Chapters providing detailed discussions of the relationships between language and psychopathology and of the range of acquired epileptic aphasia (AEA, or Landau-Kleffner syndrome) are directly relevant to common pediatric dilemmas. Among the more difficult chapters were ones addressing the

distinctions between pragmatic language impairments and autistic-spectrum disorders and the patterns of specific language impairments across different languages.

Those looking for a comprehensive review of speech and language development and pathology are likely to be disappointed. But for a glimpse at several exciting aspects of the field, presented clearly and in satisfying detail, this volume would be hard to top.

Management in speech-language pathology Speech disorders

Speech-language pathologists (SLPs) offer many services to children with speech or language disabilities.

Speech-language pathology

Speech-language pathologists (SLPs) may provide individual therapy for the child to assist with speech production problems such as stuttering. They may consult with the child's teacher about ways in which the child might be accommodated in the classroom, or modifications that might be made in instruction or environment. The SLP can also make crucial connections with the family, and help them to establish goals and techniques to be used in the home. Other service providers, such as counselors or vocational instructors may also be included in the development of goals as the child transitions into adulthood.

The individual services that the child receives will depend upon the needs of that child. Simpler problems of speech, such as hoarseness or vocal fatigue (voicing problems) may be solved with basic instruction on how to modulate one's voice. Articulation problems could be remediated by simple practice in sound pronunciation. Fluency problems may be remediated with coaching and practice under the guidance of trained professionals, and may disappear with age. However, more complicated problems, such as those accompanying autism or strokes, may require many years of one-on-one therapy with a variety of service providers. In most cases, it is imperative that the families be included in the treatment plans since they can help to implement the treatment plans. The educators are also a critical link in the implementation of the child's treatment plan.

For children with language disorders, professionals often relate the treatment plans to classroom content, such as classroom textbooks or presentation assignments. The professional teaches various strategies to the child, and the child works to apply them effectively in the classroom. For success in the educational environment, it is imperative that the SLP or other speech-language professional have a strong, positive rapport with the teacher(s).

Speech-language pathologists create plans that cater to the individual needs of the patient. If speech is not practical for a patient, the SLP will work with the patient to decide upon an augmentative and alternative communication (AAC) method or device to facilitate communication. They may work with other patients to help them make sounds, improve voices, or teach general communication strategies. They also work with individuals who have difficulties swallowing. In addition to offering these types of communication training services, SLPs also keep records of evaluation, progress, and eventual discharge of patients, and work with families to overcome and cope with communication impairments (Bureau of Labor Statistics, 2009).

In many cases, SLPs provide direct clinical services to individuals with communication or swallowing disorders. SLPs work with physicians, psychologists, and social workers to provide services in the medical domain, and collaborate with educational professionals to offer additional services for students to facilitate the educational process. Thus, speech-language services may be found in schools, hospitals, outpatient clinics, and nursing homes, among other settings.

The setting in which therapy is provided to the individual depends upon the age, type, and severity of the individual's impairment. An infant/toddler may engage in an early intervention program, in which services are delivered in a naturalistic environment in which the child is most comfortable—probably his/her home. If the child is school-aged, he/she may receive speech-language services at an outpatient clinic, or even at his/her home school as part of a weekly program. The type of setting in which therapy is offered depends largely upon characteristics of the individual and his/her disability.

As with any professional practice that is informed by ongoing research, controversies exist in the fields that deal with speech and language disorders. One such current debate relates to the efficacy of oral motor exercises and the expectations surrounding them. According to Lof, non-speech oral motor exercises (NS-OME) includes "any technique that does not require the child to produce a speech sound but is used to influence the development of speaking abilities". These sorts of exercises would include blowing, tongue push-ups, pucker-smile, tongue wags, big smile, tongue-to-nose-to-chin, cheek puffing, blowing kisses, and tongue curling, among others. Lof continues, indicating that 85% of SLPs are currently using NS-OME. Additionally, these exercises are used for dysarthria, apraxia, late talkers, structural anomalies, phonological impairments, hearing impairments, and other disorders. Practitioners assume that these exercises will strengthen articulatory structures and generalize to speech acts. Lof reviews 10 studies, and concludes that only one of the studies shows benefits to these exercises (it also suffered serious methodological flaws). Lof ultimately concludes that the exercises employ the same structures, but are used for different functions. The NS-OME position is not without its supporters, however, and the proponents are numerous.

Interventions

Intervention services will be guided by the strengths and needs determined by the speech and language evaluation. The areas of need may be addressed individually until each one is functional; alternatively, multiple needs may be addressed simultaneously through the intervention techniques. If possible, all interventions will be geared towards the goal of developing typical communicative interaction. To this end, interventions typically follow either a preventive, remedial, or compensatory model. The preventive service model is common as an early intervention technique, especially for children whose other disorders place them at a higher risk for developing later communication problems. This model works to lessen the probability or severity of the issues that could later emerge. The remedial model is used when an individual already has a speech or language

impairment that he/she wishes to have corrected. Compensatory models would be used if a professional determines that it is best for the child to bypass the communication limitation; often, this relies on AAC.

Language intervention activities are used in some therapy sessions. In these exercises, an SLP or other trained professional will interact with a child by working with the child through play and other forms of interaction to talk to the child and model language use. The professional will make use of various stimuli, such as books, objects, or simple pictures to stimulate the emerging language. In these activities, the professional will model correct pronunciation, and will encourage the child to practice these skills. Articulation therapy may be used during play therapy as well, but involves modeling specific aspects of language—the production of sound. The specific sounds will be modeled for the child by the professional (often the SLP), and the specific processes involved in creating those sounds will be taught as well. For example, the professional might instruct the child in the placement of the tongue or lips in order to produce certain consonant sounds.

Technology is another avenue of intervention, and can help children whose physical conditions make communication difficult. The use of electronic communication systems allow nonspeaking people and people with severe physical disabilities to engage in the give and take of shared thought.

Adaptability and limitations

While some speech problems, such as certain voice problems, require medical interventions, many speech problems can be alleviated through effective behavioral interventions and practice. In these cases, instruction in speech techniques or speaking strategies, coupled with regular practice, can help the individual to overcome his/her speaking difficulties. In other, more severe cases, the individual with speech problems may compensate with AAC devices.

Speech impairments can seriously limit the manner in which an individual interacts with others in work, school, social, and even home environments. Inability to correctly form speech sounds might create

stress, embarrassment, and frustration in both the speaker and the listener. Over time, this could create aggressive responses on the part of the listener for being misunderstood, or out of embarrassment. Alternatively, it could generate an avoidance of social situations that create these stressful situations. Language impairments create similar difficulties in communicating with others, but may also include difficulties in understanding what others are trying to say (receptive language). Because of the pervasive nature of language impairments, communicating, reading, writing, and academic success may all be compromised in these students. Similar to individuals with speech impairments, individuals with language impairments may encounter long-term difficulties associated with work, school, social, and home environments.

Assistive technology

Augmentative and alternative communication (AAC) includes all forms of communication other than oral communication that an individual might employ to make known his/her thoughts. AAC work to compensate for impairments that an individual might have with expressive language abilities. Each system works to maintain a natural and functional level of communication. There is no one best type of AAC for all individuals; rather, the best type of AAC will be determined by the strengths and weaknesses of a specific individual. While there are a large number of types of AAC, there are fundamentally two categories: aided and unaided.

Unaided systems of communication are those that require both communication parties to be physically present in the same location. Examples of unaided systems include gestures, body language, sign language, and communication boards. Communication boards are devices upon which letters, words, or pictorial symbols might be displayed; the individual may interface with the communication board to express him/herself to the other individual.

Aided systems of communication do not require both individuals to be physically present in the same location, though they might be. Aided systems are often electronic devices, and they may or may not provide some form of voice output. If a device does create a voice output, it is

referred to as a speech generating device. While the message may take the form of speech output, it may also be printed as a visual display of speech. Many of these devices can be connected to a computer, and in some cases, they may even be adapted to produce a variety of different languages.

Inclusion vs. exclusion

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

Students might work individually with a specialist, or with a specialist in a group setting. In some cases, the services provided to these individuals may even be provided in the regular education classroom. Regardless of where these services are provided, most of these students spend small amounts of time in therapy and the large majority of their time in the regular education classroom with their typically developing peers.

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

be utilized to help the children to become aware of their speech sounds and to work toward more natural speech production.

https://www.scirp.org/journal/paperinformation.aspx?paperid=8514

Learning Tips
Как подготовить реферат

Реферат – это письменный доклад на определённую тему, обобщающий информацию из различных источников. Кроме того, так называют краткое содержание научной работы. Для получения высокой оценки за работу, важно не только раскрыть тему, но и правильно её оформить.

Реферат должен иметь:

- Титульный лист;
- Содержание;
- Введение;
- Основную часть;
- Заключение;
- Список литературы.

Титульный лист

Первую страницу реферативной работы называют титульным листом – здесь должна быть отражена следующая информация:

- Наименование вышестоящей организации (его нужно писать сразу после верхнего поля, прописными буквами);
- Следующая строка – название учебного заведения, которая оформляется так же;
- Чуть выше середины страницы, прописными буквами и жирным или полужирным шрифтом, необходимо написать слово «РЕФЕРАТ»;
- Затем, строкой ниже, с большой буквы пишут тему работы;
- После этого следует отразить данные об исполнителе (их принято печатать со смещением вправо);
- Строкой ниже должны идти данные о руководителе – их оформляют так же, как и в предыдущем пункте;

- Далее на предпоследней строке листа пишут название города;
- И последний пункт титульного листа – год выполнения работы.

Содержание

На второй странице реферата требуется оформить содержание работы, в котором должны быть указаны названия глав и номера страниц, на которых они находятся.

Введение

Прежде чем начать раскрывать тему реферата, необходимо сделать небольшое вступление (обычно пишут об актуальности проблемы, методах исследования и задачах, которые ставит перед собой автор).

Основная часть

В основной части реферата нужно логично и последовательно раскрыть тему, используя специальную литературу.

Заключение

В заключительной части обобщают обработанную информацию и пишут краткие выводы.

Список литературы

На последней странице необходимо в алфавитном порядке оформить пронумерованный список использованной литературы, содержащий следующие данные:

- Фамилия и инициалы автора;
- Название работы (его пишут без кавычек, с большой буквы);
- Выходные данные книги в следующем порядке: город издания, название издательства, год и количество страниц;

Для удобства восприятия, текст реферата принято писать на одной стороне листа 12-м шрифтом через полуторный интервал. Обязательно нужно делать абзацные отступы, а новые главы и части начинать на следующей странице. Заголовки и подзаголовки выделяются жирным или полужирным текстом, при этом точку в конце ставить не нужно. Нумерация страниц обязательна – она должна быть сквозная (титульный лист не нумеруется, но считается).

Материал желательно излагать в настоящем времени. Следует избегать сложных предложений и грамматических оборотов,

употребление личных и указательных местоимений свести до минимума, но при этом можно широко использовать неопределенно-личные предложения. Сообщая о теме или предмете исследования, необходимо пользоваться в первую очередь формами настоящего времени Present Indefinite), а в тех случаях, когда нужно подчеркнуть законченный характер действия, — Present Perfect. Форма прошедшего времени Past Indefinite используется при описании проделанной работы. В работе не допускается использование разговорной или неформальной лексики, разговорных конструкций. Составленный реферат вместе с русским вариантом представляется преподавателю на проверку.

Стандартные обороты, используемые в реферате.

При составлении реферата следует использовать определенные клише:

The object of this study is ... research/investigation/study area

Цель и задачи исследования:

The aim of this study is ... to analyze

The purpose (the task) of the study is .. .to calculate/to observe/ to analyze …

Актуальность выбранной темы:

As analytical surveys show that the problem hasn't been solved yet. The problem hasn't been thoroughly analyzed.

Для основной части реферата:

The purpose of the work is to give some information about...

Then the author goes on to say that...

Для заключительной части реферата:

The analyses proved the advantages of...

Unit 12. FIGHTING THE BULLYING EPIDEMIC: A PRACTITIONER INQUIRY INTO THE EFFECTS OF AN INTERVENTION STRATEGY ON REACTION TO BULLYING IN SCHOOL-AGED CHILDREN WITH SPEECH DISABILITIES

КАК ПОДГОТОВИТЬ СООБЩЕНИЕ (МОНОЛОГИЧЕСКОЕ ВЫСКАЗЫВАНИЕ)

Competencies:

Upon the fulfillment of this unit you'll be able to:

- learn about fighting the bullying epidemic;
- share your ideas on how to react to bullying in school-aged children ;
- report on the topic under discussion.

Fighting the Bullying Epidemic: A Practitioner Inquiry into the Effects of an Intervention Strategy on Reaction to Bullying in School-Aged Children with Speech Disabilities

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ABSTRACT

Students with speech disabilities frequently experience bullying and associated stress and anxiety in school. There is a need for these students to improve coping skills and reduce stress and anxiety when interacting with other students and adults. The purpose of this experiment was to create a program based on the technique of self-empowerment and role-modeling that would reduce these symptoms. We explored whether exposing these children to role models would increase their coping ability. This program was designed by a student with a speech disability in coordination with a clinical speech pathologist.

KEYWORDS: Fighting, Bullying Epidemic

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1. Introduction

Our desire is to engage in this collaborative inquiry originated in the 2017-2018 academic year when a high school student with a speech disability, who is also first author of this research experienced bullying from peers without disabilities. This student noted that other students with speech disabilities, like himself, did not have the coping skills to deal with bullying. This observation prompted the student to collaborate with his speech pathologist to develop a program of coping skills for elementary and middle school students with speech disabilities.

Bullying is defined as a repeated exposure to unsolicited negative actions by one or more students over time (Olweus, 1994) . Studies report that 30% of all children and 84% of children with disabilities will experience some form of bullying (Batsche & Knoff, 1994) . Children who are victims tend to be rejected by peers, have fewer friends, and are less accepted by their peers than children who are not bullied (Card & Hodges, 2008) . Additionally, students who have been bullied frequently show signs of anxiety and depression, poor grades, low self-esteem, or even suicide (Berthold & Hoover, 2000) . Speech-disabled children are especially vulnerable to bullying because of their inability to voice their opinion. However, teachers and administrators have few tools to combat physical and verbal aggression and social rejection that students with disabilities face while still adhering to the common core standards. Budget and time constraints further prevent educators from open dialogues with non-disabled students on how to interact with students with disabilities. Thus, there is a critical need for an intervention that can be easily

implemented in classrooms and would reduce victimization of speech-disabled students.

An interactive and open discussion about bullying behaviors between teachers and victims in a safe environment can foster self-confidence and self-empowerment (Cummings et al., 2006) . The purpose of our project was to provide speech therapists, teachers, and speech-disabled students with a tool that would facilitate communication about bullying. To fulfill this objective, we asked an overarching question: Can students with disabilities better cope with bullying if they can identify strengths within themselves? Could this increase their self-confidence and help them feel less intimidated?

We describe a self-assessment questionnaire-based project which throws light on the deep-rooted fears of bullying victims. The goal of this project is to provide an insight into our district wide effort to create a safer environment for the speech-disabled children and to give them a "voice" to help themselves.

2. Theoretical Framework

This project evaluates the firsthand experiences of the speech-disabled author with bullying and his journey to overcome it by empowering other students. The key components of this project were:

1) the autobiographical study and critical self-awareness of the pervasive injustice of bullying the "weak",

2) empowering the weak to not let their disability or bullying define their existence, and

3) the role that school speech therapists can play as they work with students facing these challenges.

While individual variables play a prominent role in bullying and victimization, peer groups are a major socialization force during early adolescence. The period of transition from elementary school to middle school is a potential stressor associated with a temporary increase in bullying during early adolescence (NCES, 1995; Pellegrini, 2002) . Perry et al. (2001) found that children with feelings of low self-worth, helplessness, and incompetence are especially targeted by bullies.

Increasing children's knowledge about how they might respond to bullying is consistent with positive improvements in bullying prevention (Merrell et al., 2008) . Such discussion between teachers and victims in a safe environment can foster self-confidence and self-empowerment (Cummings et al., 2006) . We used these insights to develop and implement a collaborative effort between teachers and students to combat bullying.

We first developed a self-assessment questionnaire that allowed teachers to initiate a dialogue about bullying with speech-disabled students. In the ensuing dialogue, teachers helped speech-disabled children identify their own strengths and gain confidence in themselves. We used role model-based storytelling and reflection sessions to help students identify and focus on their strengths and not their disability. We then used a process of writing or drawing for students to deepen recognition of their own attributes. This process of self-reflection allowed students to gain confidence and identify ways of combating bullying. As teachers read the students' responses on the questionnaires and reviewed their writing and/or drawings, they too gained insight into the challenges that their speech-disabled students faced.

3. Methodology

In 2017-2018, the first author published his own experiences of being bullied in an autographical children's book, "The Stuttering Little Ballet Boy" (Bagai, 2015) . As the student shared his book with elementary and middle school teachers, they expressed an interest in using the book as a motivational tool in the classroom. This led to a series of meetings in which the author met with speech and language pathologists of the school district. A team to explore the extent to which children with speech disabilities were experiencing bullying in their classrooms was formed.

Ninety-two students with speech disabilities and ten speech therapists in a local school district elected to participate in this study. These students were selected from the group of student undergoing speech therapy at the elementary schools of the Orange Unified School district. The students participated in the study as part of the class activity. First, students with speech disabilities read a motivational book that was written

by the first author himself a student who suffers from stuttering. Then the speech therapists administered a stress and coping skills questionnaire and documented classroom discussions after the students had read the book. Finally, we qualitatively analyzed the responses and collaborated systematically to develop and implement pedagogies to empower our children and create an environment of mutual respect.

3.1. Questionnaire Development

As a first step, we searched for a bullying scale that elementary and middle school children could read and understand independently with little or no help. Several instruments of bullying experiences have been described by the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention. Please see "Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools" for varying instruments of bullying experiences https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf). A review of these scales revealed that most focused on physical or verbal aggression, harassment, and social isolation. In our discussions with young students with speech disabilities and their caregivers, we found that none of the existing scales adequately captured their experiences. Specifically, the children reported that they were not subject to physical or verbal aggression. Instead, they reported that students without disabilities "looked at them weirdly" or told them that they "talked weird". Additionally, most elementary and middle school students were unable to comprehend the existing questionnaires even when the questions were read aloud to them.

We therefore created a simplified questionnaire that children with speech disabilities between the ages of 7 through 12 years could relate to and which would allow them to self-report their experiences without feeling threatened. Our survey was adapted from existing questionnaires with input from students affected by speech disabilities, a speech pathologist, language pathologists, and classroom teachers. An initial version of the questionnaire was piloted among 10 students before a final version was developed (Appendix 1). The final questionnaire consisted of five items: one item on frequency of bullying, one item on whether the

student had ever reported bullying, two items on coping strategies (school avoidance, hiding in the bathroom), and one item on the effect of bullying on the students responses were reported on a 4-point Likert scale ranging from “never”, “sometimes”, “often”, to “very often”.

3.2. Implementation of the Intervention

The intervention was implemented in forty-minute regularly-scheduled speech therapy group sessions held in a classroom setting. Ninety-two primary and middle school students in 9 schools (approximately 2 to 10 students per session) participated. The speech therapist first explained the purpose of the project to the students. After the students had completed the questionnaire, the speech therapist read aloud the book, “The Stuttering Little Boy”. This illustrated children’s book describes the journey of a male middle school student who suffers from stuttering and overcomes his disability by learning Ballet. Next, the teacher moderated a discussion in which the students were asked about their own strengths. Finally, the students recorded their reflections through drawing and/or writing. We also obtained speech and language pathologists’ generated sources that included their observational notes from the classroom discussion as well as their reflections. Members of the community, who participated in our meetings, also contributed in the form of relevant reflections.

3.3. Data Analysis

Responses were analyzed using N’Vivo software version 11 (QSR International, Doncaster, Victoria, Australia). Principles of qualitative thematic analysis were used to synthesize and summarize findings from the individual reflections or drawings. A set of two individuals involved with the research study independently coded each reflection. Following coding of the transcripts, key phrases were naturally grouped together to form preliminary themes, from which emergent concepts arose. Illustrative quotations were used to support the themes and concepts.

4. Results

Analysis of questionnaire data from 92 students revealed that 82% reported had experienced bullying at least “sometimes”. Of these, 87% had “never” reported the episode to an adult. More than 60% students (n = 55)

reported that they avoided going to school or hid in the bathroom to cope with bullying. All students (100%) reported that they felt “nervous or shy” when talking to other students or adults.

In the motivational story that was read in the classroom, a speech disabled boy persuades his mother to allow him to join a ballet class. The book describes the boy’s journey as he finds fulfillment and confidence through dance. Ultimately, he gets an opportunity to perform on stage, an event that is watched by many of his peers. As the “ballet boy” gains in confidence, he is empowered to stand up to bullying in the classroom.

Several themes emerged from analysis of student drawings, narratives, and teacher reflections. At the beginning of the session, many students were fearful and reticent about discussing their bullying experiences. After completing the survey, the students were more willing to talk about their experiences. Few students reported suffering verbal or physical aggression. Most described episodes where a student without a disability had called them “weird” or “looked at me weirdly”. Most simply stated that they felt “different” from their peers. Several students described feelings of guilt and shame that they had done something wrong to make their peers behave negatively towards them. They also felt excluded from play and conversations in the classroom or during recess. Most students had not reported the incidents to an adult due to shame; some feared rebuke from adults that “they should try to talk better”.

After the motivational story was read aloud, students began by identifying with the speech-disabled boy in the story. They became animated when the class discussed the part of the story where the boy discovers ballet. Students described activities that made them happy e.g. music, sports, taking care of pets, baking, solving math problems, video games, photography, doing yoga, or fixing a car or a computer with a parent. The teachers observed that as the discussion deepened, students began to focus on their strengths, instead of feeling “different” or ashamed about their disability. Many drew pictures or wrote narratives describing their accomplishments (Figures 1-4). One student stated, “I can be famous like the ballet dancer too”. Other students also expressed pride in their accomplishments. The student who played soccer talked about winning the world cup, another student envisioned sending rockets to space, a third student wanted to start scouting locations for her future bakery. Towards

the end of the class, students described greater confidence in how they would cope with bullying. One student noted, “I did not realize I could do something about being bullied”. Another student stated, “I don’t care if they laugh at me. I am smarter than they are!” Analysis of parent reflections showed that students came home energized and excited and more willing to participate in social and family activities than in the past.

Figure 1. This student was inspired by the project to take pride in his artistic abilities.

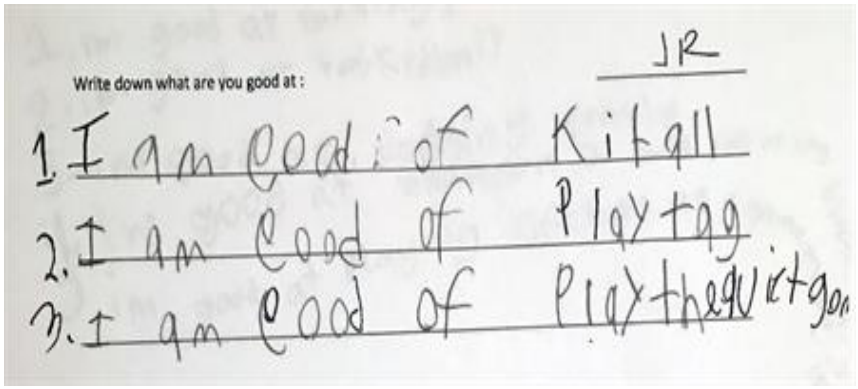

Figure 2. I am good at kickball, playing tag, and playing the quiet game.

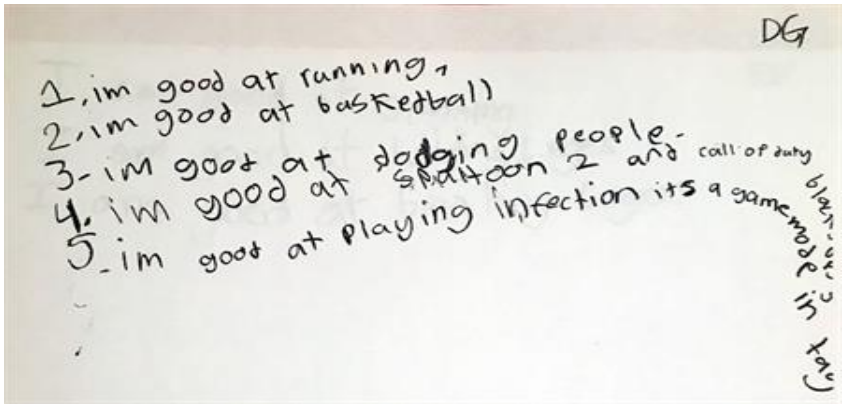

Figure 3. I am good at running, basketball, dodging people, Splatoon 2. Call of Duty, Black Ops 3, and infection which is a game mode in tag.

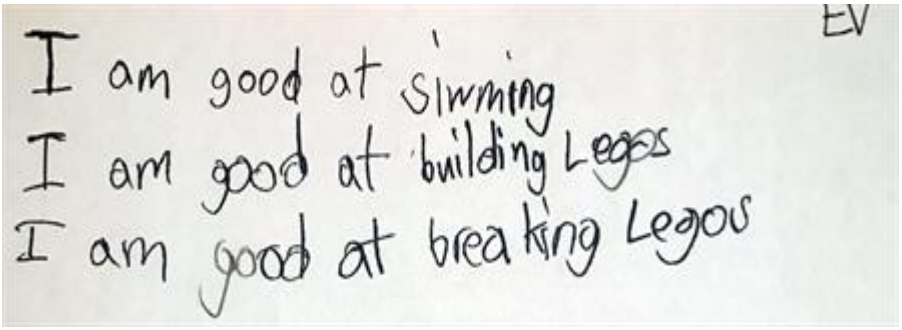

Figure 4. I am good at swimming, building Legos, and breaking Legos.

5. Discussion

Our project created space in speech and language therapy classrooms where elementary and middle school students with speech disabilities could explore their subjective experiences with bullying and the impact that it has on their lives. We show how a simple questionnaire opens a dialogue on a topic that greatly affects the life of speech-disabled students but is rarely discussed in the classroom. We demonstrate how by reading aloud a motivational book about a positive role model, teachers, and therapists can empower speech-disabled students to identify their own strengths. When speech-disabled children were encouraged to identify positive traits in themselves, they gained in confidence and felt excited about their future. Within the space of a single session, they gained the insight that they were not defined by their disability and that by focusing on their strengths, they could cope with bullying.

Bullying is a direct consequence of a real and perceived imbalance of power. We realize that no single initiative can resolve the rapidly growing brutality of bullying in schools and on social media. Our project is rooted in the underlying theoretical framework of social justice and how raising critical self-awareness in speech-disabled students can empower them to gain in self-confidence and improve their coping skills. Our project also raises awareness about bullying among teachers and professionals who work with speech-disabled students and provides them with a simple means of helping their students combat this pervasive problem.

Our study has several strengths. Our coping questionnaire was created from the unique perspective of elementary and middle school

students with speech disabilities and served as a “tool” that allowed teachers to initiate dialogue about bullying. We also conducted our intervention in the safe-zone of the speech therapy classroom where most other students had undergone similar experiences and no student felt singled-out. The non-threatening environment led to an open discussion about bullying behaviors and allowed students to discuss their experiences without fear of retribution. Finally, our study engaged teachers and professionals who work with speech-disabled students and who provided insight into how these students could be empowered to learn skills to combat bullying.

Our study also has several limitations. Our intervention was conducted at a single-time point in speech therapy classrooms. Longer term studies with follow up are required to determine if interventions such as ours result in lasting improvement in coping skills and fewer episodes of bullying of disabled students. Studies with larger sample size across several school districts would also allow us to determine the generalizability of our findings and if similar programs can be developed for students with other kinds of disabilities. Our study also does not incorporate the perspective of students who participate in bullying, many of who may be suffering from significant social and emotional problems of their own (Pellegrini, 2002) .

Traditionally, anti-bullying programs have focused on greater acceptance of vulnerable peers and a decrease in approval of bullying groups (Langevin & Prasad, 2012) . Our study shows that a fundamental empowerment of victims occurs when they proactively participate in anti-bullying programs. We recommend that antibullying programs involve the victims along with the anti-bullying activists. Proactive participation of disabled students will empower bullying victims to educate their able-bodied peers in why they are different, how they feel when they are being teased or bullied and create a united effort that could break the endless cycle of bullying.

6. Conclusion

Students with disabilities lack the skills to deflect the overt aggression of bullying and integrate with their peers. In the process of collectively and individually filling out the questionnaires and participating in a workshop in the safety of their classrooms, speech-disabled children in our school worked through the delicate but brutal reality of their everyday struggles with bullying. Our collaborative effort mobilizes multiple perspectives including that of the victims, speech and language pathologists, and community activists to allow an open dialogue and empower the community as a whole to combat bullying.

In a world where majority of the children with speech disabilities will experience some form of bullying, our inquiry aims to put power in the hands of the victims to take charge of their wellness. Our project gives adults and children an opportunity to explore their new-found awareness of what the most vulnerable victims go through and the importance of creating a safe channel to voice their opinion without the fear of victimization. Our work is of significance to educators, speech and language pathologists, administrators, parents, and curriculum developers who are interested in creating an equal platform in which no child is bullied.

Acknowledgements

Authors acknowledge the support and encouragements of speech pathologists of Orange Unified School district.

Appendix 1

STRESS AND COPING SKILLS

Date: Grade: Age: Gender: M F

1 = Never 2 = Sometimes 3 = Often 4 = Very Often

Please circle what you feel.

1) Have you been teased or bullied?	1 2 3 4
2) If you are teased or bullied do you report it to anyone?	1 2 3 4
3) Do you avoid going to school because of teasing?	1 2 3 4
4) Do you cry or go to the bathroom when you are teased?	1 2 3 4

5) Do you feel nervous or shy when you talk to the other kids

or grown-ups? 1 2 3 4
Intervention:
1) Read the book.
2) Identify what you are good at.
3) Write it down.
4) Do the questionnaire again.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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Learning Tips:
Как подготовить сообщение
(монологическое высказывание)

Сообщение - это информация, часто краткая на сравнительно узкую тему, главная цель которого — обнародовать факты, предварительные результаты изысканий без претензий на широкие и глубокие научные обобщения.

В композиции сообщения выделяются три части: вступление - выступающий называет тему сообщения; основная часть - сообщаются факты, данные и т.п.; заключение -обобщается все сказанное, делаются выводы.

Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отдельные слова и устойчивые фразы в материале по теме. Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях.

Любое монологическое высказывание характеризуется целым рядом качеств. Вот те из них, которые наиболее специфичны именно для монологического высказывания.

1) Целенаправленность. Она проявляется в том, что у говорящего всегда есть определенная цель.

2) Логичность. Под нею понимается такое свойство высказывания, которое обеспечивается последовательностью изложения материала.

3)Структурность или связность.

4)Относительная завершенность в содержательном, тематическом плане.

5)Продуктивность, т. е. продукция, а не репродукция заученного.

6) Непрерывность, т. е. отсутствие ненужных пауз, осмысленная синтагматичность высказывания.

7) Самостоятельность. Это одно из важнейших качеств высказывания, которое проявляется в отказе от всяческих опор — вербальных, схематических, иллюстративных.

8) Выразительность — наличие логических ударений, интонации, мимики, жестов и т. п.

Как подготовить сообщение.

1.Составьте список вопросов для обсуждения с воображаемым или реальным собеседником.

2.Составьте тезисы для беседы или устного сообщения в заданной ситуации общения.

3.Составьте тезисы, подберите письменную информацию на карточках, фактический и цифровой материал для устного сообщения по определенной теме и проблеме, его программе или плану.

4.Подготовьте на основе письменных заметок (конспекта) устное выступление для тематической или проблемной дискуссии, пресс-конференции или других форм группового общения и обучения.

5.Подготовьте сообщение по предварительно подготовленному конспекту, используйте различную письменную наглядность (записи на доске, кодограммы, таблицы).

6.Подготовьте устное сообщение, используйте печатные и письменные материалы, соответствующие теме или проблеме.

7. Подготовьте и сделайте устное сообщение (реферат) по записям, конспектам тематических, проблемных, обзорных письменных материалов.

При подготовке сообщения целесообразно воспользоваться следующими рекомендациями:

1) уясните для себя суть темы, которая вам предложена;

2) подберите необходимую литературу(старайтесь воспользоваться несколькими книгами для более полного получения информации);

3) тщательно изучите материал учебника по данной теме, чтобы легче ориентироваться в необходимой вам литературе и не сделать элементарных ошибок;

4) изучите подобранный материал, выделяя самое главное по ходу чтения;

5) составьте план сообщения;

6) напишите текст доклада.

Помните:

1) выбирайте только интересную и понятную информацию;

2) не используйте неясных для вас слов и специальных выражений;

3) информация должна относиться к теме;

4) не делайте сообщение очень громоздким.

В конце сообщения, по возможности, перечислите литературу, которой вы пользовались при подготовке.

Никогда не читайте сообщение! Чтобы не сбиться, пользуйтесь планом. Говорите громко, отчетливо и не торопитесь. В особо важных местах делайте паузу или меняйте интонацию – это облегчит ее восприятие для аудитории.

Unit 13. IS A PRESCHOOL EDUCATION IMPORTANT?
КАК СОСТАВИТЬ И ОФОРМИТЬ СТАТЬЮ

Competencies:

Upon the fulfillment of this unit you'll be able to:

-present your point of view on the topic under discussion

- write a scientific article on the chosen matter

Is a Preschool Education Important?

by Robin McClure

Updated on April 21, 2019

In 2013, President Obama proposed making high-quality preschool education available to every four-year-old in the United States. Since then, early childhood education has been a controversial topic with both parents and policymakers. For the 2014-2015 year, 44 states offered state-funded pre-Kindergarten education for children beginning at age 4. Prior to age 4, parents are responsible for the full cost of preschool.

Cost of Preschool

Most preschool fees are comparable to the high costs of daycare centers. Depending on where you live and the quality of the preschool, average costs range from $4,460 to $13,158 per year ($372 to $1,100 monthly), according to the National Association of Child Care Resource & Referral Agencies (NACCRRA). In cities, such as New York and Boston, full-day preschool may cost upward of $20,000 for school-year tuition, summers not included. Some pre-schools offer aftercare but others end before parents get home from work, which adds another babysitter or nanny cost into the budget.

If you can afford preschool, many parents are still skeptical about what children learn in preschool and whether their child will be ready for kindergarten following a preschool education.

What Do Kids Learn in Preschool?

Social and Emotional Development

In preschool, children will learn to strengthen their social and emotional development. Children learn how to compromise, be respectful and problem solve. Preschool provides an environment for children to explore, gain a sense of self, play with peers and build self-confidence. Children learn they can accomplish tasks and make decisions without the help of their parents.

School Readiness

Behavior management is a major part of preschool learning. In preschool, children learn how to be students. Children learn patience, how to raise their hands and take turns. Children also learn how to share the teacher's attention. Children also learn about routine, following directions and waiting. Quality preschools help children find answers through exploration, experimentation, and conversation. Going to preschool also helps children learn to separate from their parent or caregiver.

Promote Language and Cognitive Skills

Children's language skills are nurtured in a "language-rich" environment. In a classroom setting, teachers help children strengthen their language skills by introducing new vocabulary during art, snack time, and other activities. Teachers engage students with thought-provoking questions to give children many opportunities to learn language through singing, talking about books and creative play.

Academics

In pre-school pre-math and pre-literacy skills are introduced. Children are taught numbers and letters, but it is taught in a way that is appealing to children at that age. Children sing an alphabet song while following along in a picture book or learn rhymes and chants, which help them to notice the distinct sounds within words. Teachers read stories to children to encourage their listening, comprehension, and expressive language skills. Matching games, sorting games and counting games build children's understanding of numbers, and sequences. Putting puzzles together encourages children to notice patterns and to work on problem-solving skills.

Children learn best through activities they find interesting, such as songs, storytime, and imaginative play. Preschool is not about achieving academic success; it is about creating a well-round child who wants to explore and question their surroundings. In preschool children will gain the confidence of themselves as capable and independent learners.

Self-Confidence

In pre-school, children learn they can actually do things for themselves. Children will learn to wash their hands, go to the bathroom and take off their shoes without an adult doing it for them. Children may have classroom jobs and take pride in helping out in the classroom. Learning new skills helps builds confidence.

A quality early childhood education provides children with cognitive, behavioral and social skills they cannot learn at home. Teachers find it easier to teach a child who possesses a strong preschool education background in language skills, listening comprehension, attention management skills, and a positive attitude toward learning.

Edited by Jill Ceder

https://www.verywellfamily.com/is-a-preschool-education-important-616524

Learning Tips:
Как правильно оформить статью на английском языке

Структура англоязычной научной статьи

- **Title - заголовок**
- **Abstract - аннотация**
- **Key words – ключевые слова**
- **Introduction - введение**
- **Materials and Methods – материалы и методы**
- **Results - результаты**
- **Discussion – обсуждение результатов**
- **Conclusions - выводы**
- **References – ссылки на источники цитирования**
- **Acknowledgments, Appendixes – приложения**

For more information see:

1. О.С. Потанина Основы научной работы: подготовка научной статьи на английском языке.
2. Т.Ю. Полякова, А.А. Каменецкая Особенности написания научных статей на английском языке
3. Э.Б. Калинченко, О.В. Романова Учебно-методическое пособие для магистров «English for Science»

Unit 14. SELF-EVALUATION SKILLS. AREAS TO DEVELOP КАК ОЦЕНИТЬ СВОЮ РАБОТУ И СОСТАВИТЬ ПЛАН ПО ДАЛЬНЕЙШЕМУ САМОРАЗВИТИЮ В ДАННОЙ СФЕРЕ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Competencies:

Upon the fulfillment of this unit you'll be able to:

- evaluate your progress in English
- focus on your personal area to develop in mastering English for Specific Purposes (ESP)

Self-Evaluation

In order to become lifelong learners, students need to learn the importance of self-evaluation. They can do this by filling out self-evaluation forms, journalizing, taking tests, writing revisions of work, asking questions, and through discussions. When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses. They become more familiar with their own beliefs, and possibly their misconceptions. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

- Teachers should encourage self-evaluation because self-assessment makes the students active participants in their education (Sloan, 1996). There are a variety of ways for teachers to provide the students with self-assessments. Research suggests that the simplest tools to encourage student

self-assessment are evaluative questions that force students to think about their work (Hart, 1999). Some examples of these questions include the following:

- 1. How much time and effort did you put into this?
  2. What do you think your strengths and weaknesses were in this assignment?
  3. How could you improve your assignment?
  4. What are the most valuable things you learned from this assignment?
- It is important for teachers to model self-assessment too. Teachers need to show their students that it is important for everybody to self-evaluate by doing their own self-evaluations. One thing teachers can do is to ask their students for feedback on how the class is going and what the teacher is doing well and not so well. In this way the teacher is showing that they want to make improvements where needed. Teachers could put up a suggestion box, and they can hand out evaluation forms at different times of the year. This shows the students that continuous improvement is important.
  - https://www.nde-ed.org/TeachingResources/ClassroomTips/Self-evaluation.htm

After Self-Studies on this Guide, please evaluate your progress in English

My progress in mastering English: 

- **Vocabulary _____**
- **Grammar _____**
- **Reading _____**
- **Speaking _____**
- **Writing _____**

5 Reasons Self-Development is Key to Your Success

Self-Development or personal development is the result of taking steps to improve yourself. There is no single area of focus. In fact, the process of personal self-development is very personal. Each of us must evaluate ourselves, either with or without the help of a professional, and then use that evaluation to decide where we need to make improvements. Engaging in personal development helps us to improve soft skills such as:

- Being a good listener
- Having more empathy towards others
- Becoming more efficient
- Learning to feel more confident
- Becoming more focused and organized
- Setting goals – personal and professional – for ourselves.

Somebody who is struggling with the self-improvement process may wonder if it is worth it. They may wonder if they are wasting all of the emotional energy that it takes to successfully use self-development techniques. The answers to these this questions is that yes, it is absolutely worth it, and no it is not a waste of emotional energy. A high level of self-development can make a huge difference when it comes to obtaining success on the job and in other areas of life. Here are just a few reasons this is the case.

1. **You Will be Conscious of Your Weaknesses**

Sometimes it seems as if people are either completely unaware of their weaknesses, or they are so hyper aware of them that they lose all sense of self confidence. This isn't the case with people who have worked hard on self-development. They are aware of their weaknesses while still maintaining a high self-esteem. This means that they can constantly work to reduce their weaknesses or work around them when they need to. For example, a person with a deficit in their ability to communicate calmly when they are frustrated will acknowledge that deficit, work around it by committing to take 2 minutes before responding to any email. A person who had no idea they had that weakness in the first place might have sent off an offensive email in that situation. A person who was aware, but

hadn't developed a good sense of self-esteem, would have simply remained silent. Finding the right tools to compensate for a weakness can be a long-term task, but with each success, it gets easier.

2. **Self-development is an Exercise in Getting to Know Yourself More**

Self-awareness is the key component of self-development. If you do not know yourself, you cannot improve yourself. If you know yourself well, you will know what it is that will make you happy, and you will understand the gifts that you have for making others happy as well. A big part of this is understanding the relationships, life situations, and even job conditions in which we will be the happiest. This knowledge is the foundation upon which true success is built.

Many people remain in relationships that are not fulfilling; many remain in jobs that are equally so. And often the reason is that they have accepted that this is how they are just meant to live and work. It has not occurred to them that there can be another "life" out there. This acceptance of the "status quo" is, unfortunately, all too common. Here's what can happen when a person embarks on a path of self-awareness:

- The person digs deep and uncovers his/her values. What are the really important things in life?
- Once values are identified, it is time to assess the current life situation and determine if the things in one's life right now really relate to those identified values. For example, someone might identify a value of being of service to others. And yet, his/her current job has nothing to do with that. Another value might be a relationship in which both partners are equally supportive of one another. The current relationship may be one in which the individual is a "giver" and the partner is a "taker."
- The next step is to identify changes that need to be made so that one's life aligns with one's values. This is really a goal-setting process.
- Once goals are set, the "action plans" are put into place. Take the unfulfilling job, for example. What is the ideal job? That is the goal. How will the person get to that ideal job? It may not be quitting a current job right now (everyone does have to eat), but it may involve going back to school or getting into the job market. As to the relationship, this may involve some serious work with a partner to make the changes that are

necessary. And, more than one relationship has "died" because the changes are just impossible. One has to be prepared for that possibility, but ending an unfulfilling relationship also results in a new freedom.

3. **You Can Use Self Development to Help Yourself Set Career and Life Goals**

The pursuit of personal development means that you have a highly developed sense of what will make you happy. This clarity is very important when you set goals. The reason for this is that you have a better sense of what is going to work for you, and what it is that you should be working towards. People who have not worked on personal development often set goals, work towards achieving them, and then when they have succeeded in doing so, realize that they have arrived at a place that they never wanted to be in the first place. This is the time to go back to #2 on this list and begin the process of self-awareness.

Change can be scary. We all get comfortable, even in our lack of fulfillment, and avoid taking risks that put us in new "places." The way to begin is one small step at a time. Take a course; join an organization that is related to your new career goal; volunteer in the field you hope to enter. These small steps give you confidence and motivation to continue.

4. **People Who Have Engaged in Self Development Often Have The 'X' Factor**

The 'X' Factor is a phrase that is used in the entertainment industry. It describes a trait that many entertainers have that goes beyond simple talent. It is the wow factor that draws people in and keeps them interested. People with a high level of self-development often develop the type of magnetic personality that could be described as possessing the same 'X' Factor that entertainers do. The more well developed your personality is, the more people will want to be around you, and that is definitely something you need in order to become a successful person.

Much of the 'X' factor is the result of confidence. And that is developed over time, as you meet with small successes and realize that you can actually make change happen for yourself. With each new success, no matter how small, you stand a little taller; you walk a bit more forcefully;

you smile more; and you engage others more. The positive outlook you develop is contagious and attracts others.

5. **Your Relationships Will Improve**

If you go through a self-development process, you will learn to recognize certain patterns and behaviors that you engage in with regard to your relationships with other people. This might include:

- A tendency to engage in high conflict relationships or
- The avoidance of commitment.
- A selfishness that takes advantage of others
- A need to please others to please others that sacrifices what is important to you.

You may also learn that you have a tendency to engage in conflict in ways that are unfair and unhealthy. When you are aware of these things, you will make better decisions. You will pick better friends and partners, and you will do a better job of keeping the relationships that you are in as healthy as you possibly can. You will also notice that your relationships with employers, coworkers, and business partners will improve as well. These positive and fulfilling relationships will play a major role in your success.

Self-development should really be seen as a life-long process. We should always have new goals, things to look forward to, new experiences we want to have. All of these things make us a more rounded person – and the more rounded we are, the more successful we will be.

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Ethan Dunwill is young entrepreneur from Hong Kong, his main goal in life is to inspire and motivate others, so people can make themselves a little happier. Connect with Ethan at Facebook, Twitter, Google+ or visit his blog at Medium.

https://www.pickthebrain.com/blog/5-reasons-self-development-key-success/

What is the best method of self study (study of oneself)?

1. Is it easier to learn from someone else or to self teach yourself a subject?

2. What is a good system to use to teach yourself a subject?

3. What are some subjects that are impossible to teach yourself?

4. How do you learn how to teach yourself something? Especially when your not in a position to be able to formally take classes to receive help on a subject.

5. Who are some self-taught experts?

6. What is the best way to self teach yourself math?

7. When I study I like to teach myself, but what is an effective way of doing this?

8. How long does it take to learn anything?

9. What skills are you trying to teach yourself?

10. Why do some people learn better by themselves?

11. What are some subjects I should teach myself?

12. How do you teach yourself mathematics?

13. How good is it to self-teach?
https://www.quora.com/What-is-the-best-method-of-self-study-study-of-oneself?no_redirect=1

Today's era is a very competitive one, where only ones unique qualities can bring you to the top most category of successful bunch of people. So, to stand against the crowd one has to work on cultivating those special skills. However, the individual's eagerness and willingness to learn new things always proved boon in the self development criteria. Development skills that will help you build a strong personality and as said "the change starts with you", so start preparing in order to face the world.

ЗАКЛЮЧЕНИЕ

Современные теоретики и практики высшего профессионального образования в своих трудах обращают внимание на изменение целей и задач профессиональной подготовки будущего специалиста. Остается актуальным поиск эффективных психолого-педагогических условий подготовки специалистов к будущей самостоятельной профессиональной деятельности. При этом происходит смещение акцентов с овладения студентом профессиональными умениями и навыками в ходе профессионального обучения на развитие личности, становление у будущего специалиста определенной жизненной позиции, позволяющей ему эффективно впоследствии осуществлять свою деятельность.

Максимально способствовать раскрытию внутреннего потенциала личности – главная задача правильной организации деятельности студента, в том числе и внеучебной. Приобретение выпускниками компетенций, сформулированных в ФГОС ВО и основной образовательной программе, невозможно без высокоэффективной самостоятельной деятельности студента. Самостоятельная работа становится ведущей формой организации учебного процесса, поскольку она:

- формирует готовность к самообразованию,
- стимулирует познавательные и профессиональные интересы,
- развивает творческую активность и инициативу,
- способствует росту мотивации учения.

Здесь роли преподавателя и студента должны быть качественно пересмотрены. Нужны партнерские отношения, чтобы сделать студента активным действующим лицом учебного процесса. Для этого студент должен обладать развитой субъектной позицией, которая формируется в том числе посредством осознанной самостоятельной деятельности.

Целью обучения и самостоятельной работы в частности становится развитие субъектной позиции студентов в учебно-профессиональной деятельности (в мотивах деятельности, способности личности к целеполаганию, свободе выбора цели деятельности, способов и средств ее реализации).

Формирование профессиональной субъектной позиции должно стать доминантной целью современного профессионального образования, а самостоятельная деятельность – инструментом ее становления.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Основная литература

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5. English, L.M. Business across Cultures: Effective Communication Strategies/L.M. English, S. Lynn. - London: Longman, 1995. - 182 p.

Рекомендуемые интернет-ресурсы

1. Советы по написанию аннотации - http://old.utmn.rU/sec/2142
2. Научные журналы, конференции - http://old.utmn.ru/sec/2240
3. World Science - Science News - http://www.world-science.net/
4. The Open University - http://www.open.ac.uk/skillsforstudv/index.php
5. Примеры деловой документации - http://owl.english.purdue.edu
6. Academic degree http://en.wikipedia.org/wiki/Academic_degrees

Visionlearning/Scientific Communication: The How and Why of Scientific Meetings

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