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PRE-SCHOOLEDUCATION



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Учебное пособие «Pre-SchoolEducation» соответствует требованиям ФГОС СПО специальности «Дошкольное образование» и предназначено для профессионально-ориентированного обучения английскому языку обучающихся данной специальности.

Цель пособия – формирование у обучающихся профессиональной и коммуникативной иноязычной компетенции для успешного выполнения дальнейшей профессиональной деятельности.

Учебное пособие состоит из профессионально-ориентированных текстов, которые знакомят обучающихся с подходами к обучению и воспитанию детей, организацией работы в дошкольном образовательном учреждении, возрастными особенностями детей и т.п. Содержание текстов дает возможность обучающимся получить дополнительные профессиональные знания и расширить свой профессиональный кругозор. Тексты сопровождаются заданиями, направленными на овладение и закрепление активного лексического материала и терминологии по специальности, формирование и развитие навыков и умений работы с текстом, его перевода, извлечение полезной информации, совершенствование навыков общения на английском языке на профессиональные темы, приобретение навыков комментирования, аргументирования, ведения дискуссии.

Учебное пособие обеспечивает все аспекты учебной деятельности и может использоваться для подготовки обучающихся к участию в конкурсе WorldSkills.

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STATE EDUCATION POLICY IN THE FIELD OF PRESCHOOL EDUCATION

The principles underlying the development of the Russian education system are:

- openness to the needs of society and the demands of time;
- involvement of society in an active dialogue and direct participation in the management of education and in education reforms;
- transition to modern methods of education;
- provision of access to quality education for all citizens of the Russian Federation.

To guarantee access to quality education, it is of crucial importance that each child has equal starting opportunity for learning to be able to take advantage of primary schooling. Offering equal starting opportunities means achieving the best possible level of development of each preschool-aged child before they begin learning in primary school. Harmonious development that corresponds to the age and individual capacities of preschoolers enables him or her to succeed in school. It is for this reason that achieving equal starting opportunities is one of the priorities in the development of preschool education in the Russian Federation. It will not be possible to achieve it without a flexible, multifunctional preschool education system which can ensure the constitutional right of each citizen of the Russian Federation to universal preschool education, free of charge.

The importance and significance of preschool education, which is well understood by the representatives of State and local government authorities, stem from the following considerations. Only preschool education gives preschoolers the possibility of forming their identity in the company of their peers, thereby achieving the necessary level of social and personal development and acquiring skills of social adaptation. Furthermore, preschool education enables the child to master specific competences of childhood – play, construction, creative activities, observation and experimentation. In activities properly organized for young children, preschoolers form the basic qualities of their personality (thinking, memory, attention, imagination and speech). These are the qualities which allow children to learn successfully in any programme and take in any kind of information in primary school and in the later stages of education.

In addition, the preschool education system is seen today as one of the factors in strengthening and preserving children's health as well as improving the demographic situation in the Russian Federation. In that regard, the birth rate cannot be increased without providing the citizens of the Russian Federation, in particular women, with solid social guarantees concerning the possibility of placing young children in preschool education establishments, so that mothers may, after maternity leave and in accordance with their own wishes, return to full-fledged professional activity. In order to meet the demographic challenge, the preschool education system must be universally accessible, and places in preschools must be offered to children in a realistic time-frame.

In the Russian Federation, according to the distribution of authorities in preschool education, municipalities and local government bodies have the responsibility for organizing universal preschool education.

It is the responsibility of the constituent parts of the Russian Federation to develop regional programmes for the development of education, including preschool education, and to ensure equal budget provision for municipal bodies, so that they may exercise the authority conferred upon them.

At the federal level, the Russian Federation elaborates the development of public policy in the field of preschool education as well as the legal regulatory provisions for the functioning of the education system.

I. Ответьте на вопросы:

1. What principles is the Russian education system based on?
2. What guarantees a preschool education system to each child in Russia?
3. Why is the development of preschool education a matter of great importance for the state and local government authorities?
4. What social guarantees are assured by the state to families with children?
5. Who takes responsibility for organizing universal preschool education in the Russian Federation?

II. Переведите на английский язык.

Статья 64. Дошкольное образование (Закон 273-ФЗ «Об образовании в РФ» 2016 (глава VII))

1. Дошкольное образование направлено на формирование общей культуры, развитие физических, интеллектуальных, нравственных, эстетических и личностных качеств, формирование предпосылок учебной деятельности, сохранение и укрепление здоровья детей дошкольного возраста.

2. Образовательные программы дошкольного образования направлены на разностороннее развитие детей дошкольного возраста с учетом их возрастных и индивидуальных особенностей, в том числе достижение детьми дошкольного возраста уровня развития, необходимого и достаточного для успешного освоения ими образовательных программ начального общего образования, на основе индивидуального подхода к детям дошкольного возраста и специфичных для детей дошкольного возраста видов деятельности. Освоение образовательных программ дошкольного образования не сопровождается проведением промежуточных аттестаций и итоговой аттестации обучающихся.

3. Родители (законные представители) несовершеннолетних обучающихся, обеспечивающие получение детьми дошкольного образования в форме семейного образования, имеют право на получение методической, психолого-педагогической, диагностической и консультативной помощи без взимания платы, в том числе в дошкольных образовательных организациях и

общеобразовательных организациях, если в них созданы соответствующие консультационные центры. Обеспечение предоставления таких видов помощи осуществляется органами государственной власти субъектов Российской Федерации.

STATUS OF THE PRESCHOOL SYSTEM IN THE RUSSIAN FEDERATION

The basic feature of the preschool education system in the Russian Federation is that it is composed of a network of education establishments of different types and forms.

In building up the network of preschool establishments, the State, in the form of executive authorities at all levels, endeavours to satisfy to the greatest extent possible the needs of children and the expectations of parents.

The basic structural units in which children receive preschool education are groups of preschool age. The groups have different emphases – General, Compensatory, Combined and Health Improvement – in order to cater for the different needs of children.

The activity of General groups aims at harmonious, all-round development of each child.

Compensatory groups are organized for children with disabilities. The basic aim of the activities of these groups is the skilled correction of shortcomings in physical and/or psychological development, and preschool education for children with such health problems.

Health Improvement groups are formed for children with tuberculosis infections, chronically ill children and other categories of children who need complex specialized health care. In these groups, children receive preschool education and a range of sanitary, preventive and health improvement care and procedures.

In Combined groups, healthy children are taught together with children who have health problems, including children with disabilities.

Preschool groups operate on the basis of different schedules: full-day (10.5-12 hours), shortened (8-10 hours), extended (14 hours) and 24-hour or short-stay (3-5 hours) attendance. Such a varied attendance system is connected to the particular needs of children themselves and the needs of their families. The biggest demand from parents is for all-day kindergartens that provide supervision, care and preschool education for 10 to 12 hours while they work.

During their presence at kindergartens, children are fed three to five times (depending on the length of their attendance), and there are naps and compulsory walks. In accordance with the programme used by the establishments, educators and other specialists teach classes, play with children, walk and lead excursions.

Classes are conducted in a variety of areas covering different branches of education. They are aimed at the child's physical, artistic-aesthetic, cognitive and language development as well as his or her social and individual development.

Walks in kindergartens are organized so that children may engage in various types of developmental activity – cognitive, physical and artistic. During the walks, educators organize the observation of organic and inorganic natural phenomena, work in the world of nature (for instance, in the vegetable garden and flower bed) and various games. Children build and play with construction materials and building blocks in sand; draw using coloured chalks; model in clay and make different articles out of natural materials. In all walks, particular attention is paid to the physical development of children, and various outdoor games are organized.

Upbringing plays an important role in child development. It is aimed at inculcating cultural and health skills, a positive attitude towards work, a tolerant attitude to the people around and patriotic education.

According to the emphasis of the group and the age of the child, there are eight different types of preschool education establishments: kindergartens, kindergartens for very young children (from two months to three years), kindergartens for children of older preschool age (from five to seven years old), combined kindergartens, compensatory kindergartens, supervision and health improvement kindergartens, general kindergartens with priority activities in one aspect of child development, and child development centre-kindergartens.

Groups for preschool children may be set up in other types of education establishments (besides preschool): in general education establishments, in education establishments for preschoolers and infants, and establishments for the supplementary education of children. When necessary, preschool groups may be set up in cultural institutions and establishments with a social function.

At present, the Russian Federation has some 57,000 preschool establishments of various types and forms, of which 43,300 are kindergartens of various sorts. More than 5.3 million children are currently being educated in preschool establishments.

Another outstanding feature of preschool education in the Russian Federation is that it includes the supervision and care of children. In this regard, one of the most important aspects of child care is the medical care of children in preschool establishments. As physical development and health are closely linked to the intellectual development of children of preschool age, there is a nurse in every preschool establishment whose duties include daily preventive monitoring of the children, preventive vaccinations, as necessary, first aid, monitoring the organization of regular meals, and cooperation with teaching staff and the children's families on matters related to the development of skills for a healthy lifestyle. In addition to the nurses, a doctor from a children's clinic runs check-ups for children in preschool establishments at least once a week, and twice a year there is a preventive check-up by all the specialists from the children's clinic – paediatricians, neuropathologists, speech therapists, orthopaedists, ophthalmologists and so on. For each medical worker in a preschool establishment, there are on average 90 preschool children. By way of comparison, district nurses in children's clinics have some 600 children in their care (from birth to 14 years).

The medical care in Compensatory preschool establishments is particularly thorough. One of the functions of these establishments is to provide early medical care to children and to remedy shortcomings in their physical and psychological development. The Russian Federation has kindergartens for children with delayed speech development where, on a daily basis, each child works with qualified speech therapists and psychologists; kindergartens for children with visual impairment in which children receive assistance from specialist teachers for the blind and ophthalmologists; kindergartens for children with problems in the psychomotor system, where children receive medical care from medically qualified orthopaedists, therapeutic massages and daily classes in therapeutic physical education. There are also kindergartens for children with other health problems. In order to carry out the remedial work, these kindergartens have medical staff and the appropriate conditions are provided.

It should be noted that corrective work in preschool establishments is harmoniously coordinated with preschool education. Children receive not only medical care but age-appropriate development which enables them to succeed in their subsequent education.

Education in preschool establishments is provided by some 590,000 educational staff, including educators and senior educators, music teachers, physical education teachers, psychologists, speech therapists and supplementary education specialists. On average, there are 10 children for every member of the teaching staff in preschool establishments. As a rule, teachers have completed vocational education or are combining teaching activity with the completion of vocational education.

The conditions in which preschool education is provided and the supervision and care of children in preschool establishments are regulated by public health and epidemiological regulations and standards, which include requirements regarding the premises, lighting and heating, construction (including requirements regarding children's furniture), playgrounds and the organization of catering for the children. For instance, the standard ground area per child must be no less than 29m² per child, and no less than one half of the surface area must be grassed over with trees and plants. In addition, there must be one or two areas for physical education on the kindergarten premises.

Playrooms and dormitories must have an area of no less than 50m². There must also be washrooms and toilets on the group premises. In every preschool establishment there is a music and physical education room, and in those built since the 1990s there must be a pool. Group premises in which children spend more than 50% of their time in kindergarten are divided into the following:

- entrance hall with individual lockers for clothes;
- playroom in which children play and learn;
- dormitory where the daytime nap takes place and, in groups with 24-hour attendance, night-time sleep as well.

All communal rooms, music rooms and sports halls, specialists' offices (psychologists, speech therapists, specialists in mental and physical problems, and so on) have the necessary resources. Furniture (tables, chairs, beds) is chosen

according to the number of children, and toys are selected in order to satisfy the interests of both boys and girls so as to develop constructive and artistic activity. Educational and thematic games are also organized.

There is State machinery to ascertain whether the conditions in preschool establishments correspond to the standard requirements, and to determine the State status of preschool establishments, their type and form. This is the machinery for the licensing and State accreditation of education. It ensures quality control of the services provided, in both education and health.

The content of preschool education is defined by basic and supplementary education programmes. The requirements of the basic programme, and the obligatory minimum standards of preschool education, are determined at the federal level. The Ministry of Education and Science of the Russian Federation approves federal State requirements regarding the structure of the basic general education programme of preschool education. Federal requirements stipulate the content to be implemented in all preschool establishments so that all children can achieve the best possible level of development, taking into account the age range and the individual characteristics of children.

According to federal requirements, the content of preschool education must cover all areas of the individual preschool child's development: social and personal, intellectual, physical, artistic and aesthetic.

Educators should endeavour to work constructively with children's families so as to ensure that families and kindergartens take a concerted approach to raising and educating children. Every day, parents receive information about their children's achievements. They may discuss with the educators any problems worrying them and receive qualified advice.

I. Ответьте на вопросы:

1. What are remarkable features of preschool education in the Russian Federation?
2. What is the network of preschool establishments aimed at?
3. What way is the work in the kindergarten regulated?
4. Who ensures quality control of preschool establishments?
5. What spheres does the content of preschool education cover?
6. What demands are there for arranging kindergarten environment?
7. What types of preschool education establishments are there in Russia?
8. What types of groups are available for children in the kindergartens?
9. What are General Groups like?
10. What is the difference between Compensatory and Health Improvement Groups?
11. Who attend Combined Groups?
12. What are classes in the kindergarten aimed at?
13. What are walks in the kindergarten held?
14. How is medical care organized in the kindergarten?
15. Whom does a kindergarten staff consist of

II. Закончите предложения:

1. Children without any health problems attend
2. Children with disabilities are taken to
3. Health Improvement Groups are formed for
4. Children are taught together in
5. Kindergarten classes are aimed at
6. Upbringing is aimed at
7. There are ... different types of preschool establishments in Russia. They are
8. The medical care is ... /
9. The kindergartens for children with delayed speech development
10. The kindergartens for children with visual impairment
11. The kindergartens for children with problems in the psychomotor system
12. Age-appropriate development enables children to
13. Kindergarten education staff are
14. Public health and epidemiological regulations and standards include
15. The State authorities ascertain
16. The Ministry of Education and Science of the Russian Federation approves

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD



Human rights apply to all age groups; children have the same general human rights as adults. In 1989, however, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure

that the world recognized that children have human rights too. The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—including civil, cultural, economic, political and social rights.

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

The convention has 54 articles. These articles address almost every aspect of children's lives. They may be grouped in three categories:

- provision: good and free education, good and accessible health care and other forms of care
- protection: freedom from ill-treatment, exploitation, neglect, child labour, acts of war, child trafficking and slavery
- participation: children should be given an opportunity to participate in everything that is related to their lives. This includes the right to freedom of expression and an opportunity to make their views known and take part in decision-making about matters that have a bearing on them.

I. Ознакомьтесь с содержанием некоторых глав Конвенции о правах ребенка.

- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article** Children have the right to reliable information from the media.

- 17** Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Articles 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Articles 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.
- Articles 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.

II. Сопоставьте следующие утверждения с главами Конвенции о правах ребенка.

All children must get a name when they are born and become a citizen of a particular country. The Government must give children good medical care and try to reduce the number of deaths in childhood.

All children should have the rights whatever their race, sex, religion, language, disability, opinion or family background.

Children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water. Children with disabilities must be helped to be as independent as possible.

Children should have the best chance to develop their abilities. Every child can go to school. Different kinds of secondary schools should be available for children.

School should help children develop their skills, teach them about their own and people's rights and prepare for adult life. The Government should protect children from harm, cruelty, abuse and dangerous drugs.

Children can join organizations, take part in meetings and peaceful demonstrations which do not affect other people's rights. Every child should have a chance to rest and play. Children can say what they think. What they say must be listened to carefully. The Government must protect children from exploitation and dangerous work which can harm their health or interfere with their education.

Children can get information, especially that would make their life better. Nobody can open children's letters and listen to their phone calls.

III. Составьте устные высказывания, используя образец:

The Convention proclaims the right to ...

Article ... says that

It means that

The right to ... also includes

DAILY LIFE IN A REGULAR RUSSIAN KINDERGARTEN

This kindergarten is known as «The Sun». Almost 160 children, ages 2 to 7, make up eight classes of children. Each class is grouped together by age.

In the kindergarten, there are spaces created just for children: an art room, a gym, a music room, a game room, and a “museum” for professionals’ and children’s paintings. In addition to the regular classrooms, there are bedrooms, cloakrooms, and bathrooms for each group.

The kindergarten opens at 7:00 a.m.; however, the majority of the young children are brought to school by their parents anywhere from 8:00 a.m. until 9:00 a.m. Whenever the child arrives, she or he is always greeted with a smile. From 8:00 a.m. until 9:00 a.m., the children do their morning exercises, then wash their faces and brush their teeth. Next, they eat their breakfast.

Around 9:00 in the morning, the game activities begin. These activities vary – young children have one lesson a day, while older children have two to three lessons. The lessons are designed to develop math and communication skills, and to introduce the children to nature and the world. In addition, the children might pursue ecology, music, theater, drawing, modeling, appliqué work, design, sports, and English lessons. During the winter, children as young as 5 skate and ski. In summer, they ride their bicycles.

As soon as the lessons, which vary during the week, are over, the children go for a walk. They observe nature, play, and go on excursions to theaters, museums, and expositions. Young children have a lunch break at noon; an hour later, the older children have their lunch. The children take a nap after lunch, which usually lasts 2-1/2 to 3 hours for the young children and 1-1/2 hours for the older children.

After the nap, the children do breathing and health-improvement exercises, as well as gymnastics. After these health-improvement exercises, children have their midday meal. They drink milk or juice, and eat stewed fruit. Then, the children play. They can choose from an array of organized activities, such as art class, crafts club, and so on.

Children also eat dinner in the kindergarten. While parents can take the children home at any time, the majority of the children go home between 5:00 p.m. and 6:00 p.m. The kindergarten is open until 6:30 p.m.

The following specialists work in the kindergarten: kindergarten teachers, two for each group; kindergarten teachers' helpers, who are responsible for making all the meals, keeping everything clean, and helping the teachers in the classroom; a psychologist; a teacher who organizes all the sport activities; teachers who develop aesthetic and musical skills; and the English teacher. Once a week, the psychologist gives advice to the parents on child-raising issues.

Each Russian kindergarten has its own unique features and differences, and each day differs from the previous one. But one thing remains unchanged: all the people who work in the kindergarten do their best to help develop healthy, creative, smart, and happy children and to reassure parents that their children are in good hands.

(from *Childhood Education, International Focus Issue*, 2002, Vol. 78, № 6, p. 341)

COMPREHENSION

I. Выберите правильный ответ.

1) In the kindergarten there are spaces created just for:

- a) parents
- b) children
- c) teachers

2) The games activities include:

- a) making meals
- b) helping the teachers
- c) drawing pictures

3) Older children have a lunch break at:

- a) half past twelve
- b) noon
- c) one o'clock

4) The children have their midday meal after:

- a) their nap
- b) their gymnastics
- c) their health-improvement and breathing exercises

5) The game activities lessons are designed:

- a) to help children to become better
- b) to help parents to bring up their children
- c) to help children to develop communication skills

6) The following specialists work in the kindergarten:

- a) two psychologists for each group
- b) two epistemologists for each group
- c) two kindergarten teachers for each group

7) Each Russian kindergarten has its own:

- a) building
- b) playground
- c) unique features

II. Закончите предложения:

- 1. Each class is grouped together ...
- 2. There are spaces created just for children ...
- 3. The majority of the young children are brought to school by ...
- 4. They observe nature ...
- 5. The children take a nap after ...
- 6. After these health-improvement exercises
- 7. They can choose from an array ...
- 8. The majority of the children go home ...
- 9. The psychologist gives advice to ...
- 10. Onethingremainsunchanged ...

III. Вставьте в пропуски словосочетания из рамки, подходящие по смыслу:

are being designed, are grouped, are made, are developed, are given, were greeted, will be designed, was brought, is being kept, was helped

- 1. All the classes ... by age.
- 2. The children ... with smiles.
- 3. These game activities ... by our new colleague.
- 4. Sue ... to school yesterday?
- 5. Willy ... by his older friend.
- 6. What purposes the lessons ... for?
- 7. All the meals ... by kindergarten teachers' helpers?
- 8. Musical or aesthetic skills ... by kindergarten teachers?
- 9. Everything always ... clean by kindergarten teachers' helpers.
- 10. Their parents ... good advice once a week.

IV. Прочитайте предложения и догадайтесь по контексту, о чем идет речь:

- 1. It is a suggestion about what someone should do.

2. This is a large room that is used for doing exercises or training.
3. It is the pleasant sounds made by voices or by instruments.
4. It is a time when you learn things in school.
5. It is something you learn to do.
6. It is an activity in which you follow certain rules in order to get points and defeat another person or team.
7. It is a game or competition where you use your body.
8. It is the world and everything in it which people have not made, for example weather, plants, etc.
9. It is the Earth on which we live.
10. It is a father or a mother.

V. Ответьте на вопросы:

1. How long does a kindergarten day last?
2. Why are the children greeted with a smile at the beginning of each day?
3. What is the main purpose of working in the kindergarten?
4. What way should kindergarten specialists use in their everyday work?
5. What thing remains unchanged in each Russian kindergarten? What for?
6. What activities are used in the kindergarten?
7. What skills are developed by the kindergarten teachers?
8. What lessons can be pursued by children?
9. Why do the children do breathing and health-improvement exercises?
10. What meals are given to the children?
11. Who are kindergarten teachers helped by? What are their duties?
12. What time do the children have their midday meal?
13. What time are children taken home? What time can children be taken home? What time should children be taken home?
14. What forms of organized activities can be chosen?
15. Why do children have a nap in kindergartens? How long does the nap last?

VI. Составьте развернутый план текста.

THE ROLE OF KINDERGARTEN IN CHILD DEVELOPMENT



Preschool education lays the foundation of a child's character and cultivates his habits and emotions. Kindergarten is a time which children explore their own feelings, identities, and social relationships with other. The kindergarten is an important time to develop both independence and ability to work cooperatively with others. At this age, children enjoy being trusted with responsibility, such as doing errands, bringing things from home, and helping solve practical problems. Although they may still see things from their own perspective, they are learning how to share, take turns, help one another, and show empathy towards others. In other words, they are developing a sense of social responsibility. Good programs feature a wide variety of fun activities — including singing, dancing, arts and crafts, storytelling, free play, and both indoor and outdoor games and projects — designed to teach children different skills. Preschool teachers help their young learners learn mainly through play and interactive activities, capitalizing on children`s play to further language and vocabulary development. They explain reading, writing, science, and other subjects in a way that young children can understand.

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

- spatial and logical skills;
- boosts problem-solving skills;

- cooperate with others children,
- follows a simple direction;
- motor skills, language skills, reading skills, writing skills;
- mathematics skills, creative arts and music.

I. Ответьте на вопросы:

1. Why is kindergarten so important in child development?
2. What do children learn in kindergartens?
3. What activities do programs provide?
4. How are children in the kindergarten introduced to a school environment?
5. What benefits do kindergarteners show?
6. What skills are developed in the kindergarten?

II. Закончите предложения:

1. Preschool education lays the foundation of... .
2. The kindergarten is an important time
3. Good programs feature a wide variety of... .
4. Preschool teachers help their young learners
5. The kindergarten environment include
6. In the kindergarten children develop the following skills and abilities:... .

III. Подготовьте на основе текстов презентацию для родителей о детском саде.

KINDERGARTEN TEACHER



Kindergarten is the bridge between early childhood care and elementary school; it is a very important period for children and requires some special knowledge from a kindergarten teacher. It is true to say they are one of the most important educators a child will have during their school years.

Kindergarten teachers have a lot of the same responsibilities as other teachers. They must teach children basic skills in reading and writing in addition to showing them how to behave in the classroom and play nicely with others, whether it's in a

group setting or doing artwork quietly on their own. The teacher's methods of educating will have to be changed to meet the needs of each child.

A kindergarten teacher is responsible for planning the curriculum for each day and for the collective school year. Teachers must allow the children to observe an activity while also giving them the opportunity to ask questions and look for the answers. Instructions need to be very precise yet easy to understand. By using hands-on lessons and creative play, they lay the foundation for future learning. Different shapes and colours are taught, as well as how to recognize different letters of the alphabet, and basic numbers - at least one through ten. This prepares children for grade one and further grades in elementary school, where they learn advanced concepts within these areas.

Kindergarten teachers are also responsible for grading papers and conducting parent-teacher conferences as well. They report to parents the areas in which their child is succeeding as well as where the child could use more help. After these areas are determined, the teacher must work with the parents to come up with a plan that will bring the child to the same level as the rest of the class. If a child has developmental or emotional problems, kindergarten teachers should be able to recognize this and help the parents put together a plan of action to ensure their child is given the same educational opportunities as other children.

SKILLS AND STRENGTHS

Besides having a diploma, in order to be a kindergarten teacher, there are certain characteristics one must have. The love for children, patience, empathy, creativity, and a desire to mold and shape young minds. Kindergarten teachers must be able to have good classroom management skills. This requires being able to retain the attention span of multiple young children at once. They must also be able to develop and implement lesson plans and ensure each child in their room is receiving a quality education. Here are some essential qualities which a kindergarten teacher should have:

- **A love for working with small children:** This one seems obvious, but it is so critical it is worth mentioning. You spend each day by yourself with a room full of little kids, singing, dancing, playing games, and reading stories. If hanging out with toddlers and little tikes is not your idea of a great time, you might want to reconsider.

- **Classroom management:** It is important that you are able to hold the attention of the young learners. You should be able to work and teach in a manner that keeps the room from devolving into chaos.

- **Interest in childhood development and psychology:** Teaching kindergarten is not just about ABC's and story time. Young parents are anxious to know that their kids develop as they should. Are they sharing, making friends, learning about

autonomy and responsibility? Be prepared to give plenty of feedback to parents on what you are doing with each kid and why what you are doing matters.

•**Energy:**Kindergartners have a lot of energy, so you need to have enough to keep up. You will be on your feet for most of the day and constantly speaking, singing, and monitoring. After your first day teaching, it will be clear how much one day of work can wipe you out.

•**A love for your work, not the money:** Any teacher will tell you, elementary education is no easy gig. You will be exhausted at the end of the day and still have to plan lessons and complete evaluations. All for a median salary. But loving your work can make such a job well worth it.

JOB DESCRIPTION

Kindergarten teachers are a key component of helping children experience a head start in school so that they can grow up to become successful individuals. The kindergarten classroom is a child-centered play-based class in which students are largely self-directed. The typical role of the kindergarten teacher looks like this:

- Provide young children with a fully-integrated learning day;
- Invite parents to share information;
- Teach kindergartners skills of self-regulation and communication;
- Teach kindergartners through active engagement;
- Model investigative mindsets through play;
- Engage kindergartners in lines of inquiry to enhance their play and learning;
- Evaluate child's achievement of the overall kindergarten expectations;
- Make observations of kindergartners and parents to inform a child's learning style;
- Communicate with parents and kindergartners often;
- Help kindergartners develop imagination throughout various learning centers in the classroom;
- Help kindergartners develop better coordination through gross and fine motor activities;
- Help kindergartners develop a healthy body and body image;
- Teach kindergartners about nature through experiences with the world;
- Help kindergartners master new motor skills through modeling and arts;
- Model emotional regulation for kindergartners;
- Teach appropriate behaviors in a particular school setting;
- Model understanding and response for behavior;
- Model clear rules in the classroom and for the outside world;
- Model consistent expectations for the classroom;
- Use positive discipline tactics that are developmentally appropriate;
- Help kindergartners develop positive relationships with each other and other people in their lives;
- Undergo pretend play with kindergartners to help them synthesize the world;

- Teach emotional intelligence in a way that is practical and relevant;
- Teach and model behavior of strong readers and listeners to encourage development;
- Show kindergarten students that reading is fun;
- Teach kindergartners how to make hypotheses about a story development;
- Teach kindergartners about cause and effect in a story;
- Model how kindergartners should listen and concentrate in a classroom;
- Teach kindergartners how to use words to express increasingly sophisticated feelings;
- Teach kindergartners about routines and activities about the school day;
- Teach kindergartners the foundations of literacy and numeracy;
- Help families identify potential strengths and areas of need;
- Help families access resources and supports for child development and emergent academics;
- Undertake professional development whenever possible; share professional resources and observations;
- Advocate for appropriate freedom and autonomy for kindergartners at home and in the classroom;
- Praise kindergartners in order to acknowledge their development and achievements using appropriate words and body language;
- Conduct all work activities in a timely and professional manner reflecting best educational practices.

I. Ответьте на вопросы анкеты при приеме на работу в детский сад. Проверьте, готовы ли Вы к работе воспитателя в детском саду.



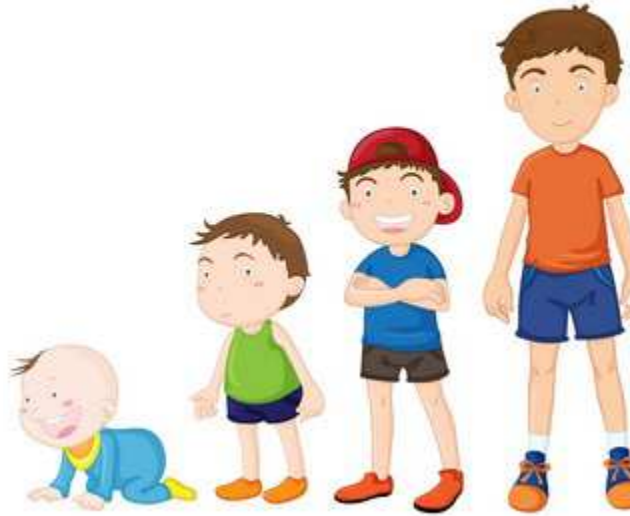
- What does your daily routine in the kindergarten comprise?
- What method do you exercise to maintain discipline in the group?
- Cite a method you would use to help children maintain personal hygiene, recognize numbers, colors, shapes, sizes, etc.
- Do you have any curriculum in place for your kindergarteners?
- Do you have any child behavior modification plan in mind?
- Have you developed any different or unique way to help kids with their learning?
- Are there any changes you would like to introduce in the generic style of the method of teaching in the kindergarten?
- What difference do you see between kindergarten and other grade levels?
- What pacifying skills have you developed for difficult kids?
- What made you choose this particular institution?
- What are your views on including parents in the educational process?
- Do you think learning should only be theoretical or does it need practical examples too?
- Are you able to determine the feeling which a child might have for you and the class as a whole?

- How do you judge the potential of each child?
- What should someone (a parent or anyone as a matter of fact) expect to see, when they walk into your classroom without prior notice?
- What sets of rules and regulations do you want your kindergarteners to follow in the classroom?
- How do you improve the grasping skills of children who are poor in it?
- How do you resolve conflicts between children?
- Can you explain the difference between forcing a child and persuading a child?
- How do you deal with introvert children?
- How helpful could be feedback sessions for kindergarteners?
- Is it important to determine if a child is a visual learner, an auditory learner or a kinesthetic learner?
- How do you deal with irate parents of a child who is not doing well under you?
- Tell me about an exercise that would help kids get along with one another.
- How do you react to negative behavior in kids?
- Give me some good examples of positive and negative reinforcement.
- How do you deal with children with behavioral problems?
- When do you think positive reinforcement is most effective for a child?
- What classroom materials do you think are best suited for a kindergarten?
- Should children be made aware of the objective of what they are learning or going to learn?
- How important is communicating with parents about their child's progress?
- Are you willing to invest time in individual kindergarteners to help them hone their skills and overcome their weaknesses?
- Do you think it is important to supervise your children even during recess or lunchtime?
- What methods do you have in place to help your children grasp abstract concepts, and develop critical thinking skills?
- How important are computers and up-to-date textbooks in present time, and especially for a kindergarten?

II. Напишите свое резюме для приема на работу в детский сад.



AGE CHARACTERISTICS OF YOUNG LEARNERS



The Three-Year-Old Characteristics of the Child

- Walks and runs, but is still uncoordinated. Likes doing things with his or her hands but does them awkwardly.
- Has more language skills. Likes to talk and learn new words. Has a short attention span. Is curious and inquisitive. Often misunderstands and makes comments that seem off the subject. Enjoys pretending. Likes finger plays, stories, and musical activities. Is unable to distinguish fantasy from reality.
- Enjoys working alone. Does not engage in much cooperative play with others, but likes to have friends around. Is self-centered. Has difficulty sharing. Prefers to be close to adults, particularly family, because they provide security.
- Wants to please adults. Needs their approval, love, and praise. Strikes out emotionally when afraid or anxious. Cries easily. Is sensitive to others' feelings. Is developing some independence. Has intense, short-lived emotions.
- Is interested in simple concepts.

Suggestions for Parents and Teachers

- Use simple activities such as pasting, molding clay, and coloring. Avoid activities that require refined skills and coordination, such as tying or cutting. Be prepared to clean up messes.
- Teach ideas in a simple, clear way. Use summaries and visual materials to reinforce ideas. Encourage questions and responses to the discussion, but have the child take turns with other children. Use a variety of teaching methods such as stories, songs, discussions, dramatizations, finger plays, and simple games. Alternate between quiet and lively activities.

- Show approval and confidence in the child. Avoid criticism. Help the child understand others' feelings and solve conflicts. Encourage the child to be self-sufficient.

The Four-Year-Old Characteristics of the Child

- Is very active. Moves quickly. Likes to skip, jump, race, climb, and throw.
- Enjoys talking and learning new words. Asks many questions. Is able to reason a little, but still has many misconceptions. Has trouble separating fact from fantasy. Has a short attention span. Uses artwork to express feelings. Enjoys pretending and role playing.
- Plays more cooperatively with others. Is sometimes physically aggressive, bossy, impolite, and stubborn, but can also be friendly. Is learning to share, accept rules, and take turns. Responds to sincere praise.
- Often tests people's limits. Is boastful, especially about self and family. May be agreeable one moment and quarrelsome the next. Has more self-confidence. May have fears and feelings of insecurity.
- Is becoming aware of right and wrong, and usually desires to do right. May blame others for his or her wrongdoing.

Suggestions for Parents and Teachers

- Alternate between quiet and lively activities. Model appropriate ways to express emotions.
- Use discussions and activities that will encourage thinking, such as simple riddles and guessing games. Clarify misunderstandings. Use pictures, objects, and actual experiences. Introduce new words. Have the child draw pictures that relate to lessons. Accept and encourage the child's creative efforts. Allow the child to explore his or her surroundings. Use role-playing activities.
- Provide opportunities for the child to play and work cooperatively with others. Teach kindness, patience, and politeness. Help the child follow simple rules such as taking turns.
- Establish and firmly follow limits.

The Five-Year-Old Characteristics of the Child

- Is very active. Has a good sense of balance, and is becoming more coordinated. Can kick a ball, walk in a straight line, hop, skip, and march. Enjoys drawing, coloring, and participating in activities and games. Is learning to lace and tie shoes and button and zip clothing.
- Recognizes some letters, numbers, and words. Likes to pretend to read and write. May be learning to read. Is talkative. Asks questions, makes comments, and gives answers that show increased understanding. Is good at problem solving. Is curious and eager for facts. Is beginning to distinguish truth from fantasy. Has a

short but increasing attention span. Likes definite tasks. Enjoys jokes and tricks, but cannot laugh at himself or herself. Likes stories, singing, poetry, and dramatizations.

- Is friendly and eager to please and cooperate. Is beginning to prefer being in small groups of children, but may prefer a best friend. Creates less conflict in group play. Is beginning to want to conform, and is critical of those who do not. Is beginning to understand rules, but often tries to change them for his or her benefit.

- Centers interests on home and family. Is affectionate toward adults, and wants to please them. Gets embarrassed easily, especially by his or her own mistakes.

- Wants to be good. Is learning the difference between right and wrong. Sometimes tells untruths or blames others for his or her own wrongdoings because of an intense desire to please adults and do what is right.

Suggestions for Parents and Teachers

- Engage the child in physical activities. Use simple games and other activities. Allow the child to cut and paste and to put puzzles together. Allow for independence. Express confidence in the child. Accept and encourage the child's efforts.

- Allow the child to talk and ask questions. Allow him or her to read simple words and phrases. Use wordstrips for simple words. Assign simple tasks and responsibilities. Use drawing activities, true-to-life stories, and visual materials. Vary activities, using pictures, games, songs, and discussions. Use problem-solving activities such as riddles and discussion questions. Allow the child to pretend, dramatize, and use puppets. Laugh with the child.

- Help the child learn the value of individual differences.

- Frequently teach the value and importance of the family. Give the child an opportunity to share feelings about his or her family.

Give specific praise for positive behavior. Avoid activities or expressions that might embarrass the child.

- Model appropriate behavior. Do not be shocked if the child says something that is untrue or inappropriate.

The Six-Year-Old Characteristics of the Child

- Is very active. Is often noisy, restless, and exuberant. Likes to participate in activities and perform small tasks, though they still may be difficult to do. Dislikes being a spectator.

- Needs concepts taught in concrete ways. Has improving memory. Is talkative, and asks many questions. Is learning to make decisions, but often is indecisive. Has an increasing attention span. Likes reading, writing, singing, hearing stories, and pretending.

•Is more interested in group activities and interacting with playmates, but is still self-centered. Is sometimes bossy, aggressive, and unkind to peers. Is concerned

with how others treat him or her. Is eager for social approval.

•Is boastful. Exaggerates and criticizes. Is easily excited, silly, and giggly. Can be

generous, affectionate, and compatible, but mood can change easily.

•Is concerned with good and bad behavior, particularly as it affects family and friends. Sometimes blames others for wrongdoings. Likes scripture stories, especially those about Jesus.

Suggestions for Parents and Teachers

•Be patient with the child's abundant energy and restlessness. Use activities such as writing, coloring, cutting, pasting, and molding clay. Use games that allow the child to use his or her energy.

•Use problem-solving activities such as riddles, reviews, and open-ended stories. Use pictures, flannel cutouts, and other visual materials. Introduce new words. Ask questions. Allow the child to make decisions. Discuss the importance of choosing the right, and allow the child to practice making decisions with limited choices. Provide opportunities for reading, writing, singing, hearing stories, and role-playing.

•Encourage sharing and participation with others. Provide opportunities for group activities. Give specific praise and approval.

•Praise the child's specific efforts so he or she feels less need to boast. Praise honesty. Do not criticize. Laugh with him or her, but do not laugh at him or her.

I. На основе текста составьте психологический портрет детей разного возраста.

II. Поделитесь своим опытом работы с детьми в разных возрастных группах во время прохождения педагогической практики в ДООУ.

PRE-SCHOOL ACTIVITIES

Most kindergarteners want to learn all about the world and how it works. Kindergarten teachers often build on this enthusiasm by offering projects that encourage children to delve deeper into the areas that interest them. Children may make life-size tracings of themselves as they learn about the human body, or study animal habitats by researching information about the class pet.

Many kindergarten classrooms offer more formal learning and traditional school experiences than preschool. But kindergarten is still intended to stimulate children's curiosity to learn more about the world around them. It is the job of the kindergarten teacher to help children become comfortable working in a classroom

setting and to introduce some basic literacy and math-related skills in the midst of their important discoveries.

Language and Literacy

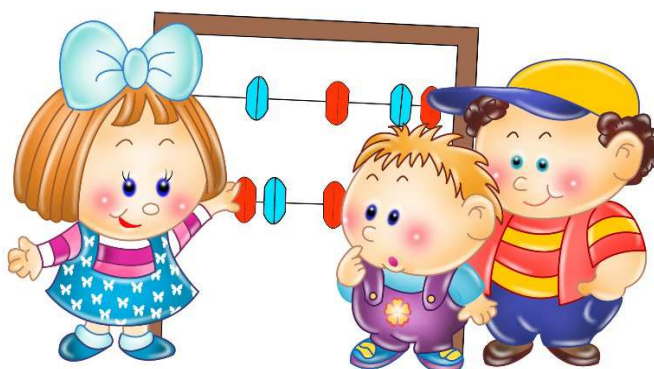


Kindergarten children notice that words are all around — in books, at the supermarket, at the bus stop and in their homes. They play with language by creating silly rhymes and nonsense words. While this is usually great fun, it is also a very important step in learning to read.

Teachers read a variety of poems, stories, and non-fiction books aloud to children. Kindergarten children learn that letters and sounds go together to form words, and how to identify alphabet letters and their sounds. Many kindergarten children are expected to read words by the end of the year.

Parents may receive their child’s first poem, as kindergartners will be asked to do more writing than preschoolers. Your kindergartener’s journal may look like a combination of letter strings and scribbles to most people, but it carries a most important message — that he can write to create his own stories, to tell about his experiences, and to share information.

Math



Counting cubes, number rods, and other math materials help kindergartners work with a larger set of numbers. Children also begin to use physical materials to solve simple addition and subtraction problems, like how many cookies they’ll have left after they’ve shared some with a friend. They’ll learn about time, using tools like clocks and calendars regularly in the classroom. While they’re not fully

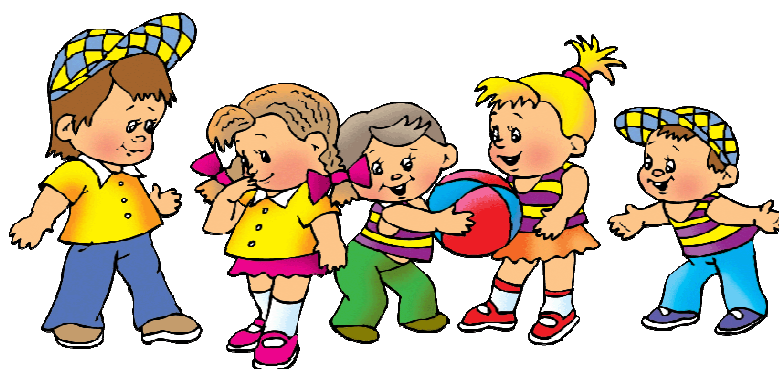
able to tell time or even realize exactly what a month or a second is, they'll begin to understand that one measures a longer amount of time, and the other a short amount.

Science



In kindergarten, children learn about plants and animals and explore the weather and seasons. Teachers use simple science experiments to introduce children to the process of scientific inquiry. Kindergarteners are now capable of remembering more information and using it to make connections between things. They can separate toy animals into groups, such as those that are found on the land, sea, or sky; or animals that hatch from eggs and animals that do not.

Social Studies



Kindergarteners are ready to expand their world beyond their homes and classrooms to the larger neighborhood or community. They learn more about the rules that help people get along with each other. They may begin to form opinions on issues and understand that others may have different points of view — noticing that a classmate didn't get a turn during a game and letting the teacher know by saying, "That's not fair!"

I. На основе текста составьте перечень занятий и мероприятий, необходимых для обеспечения предметно-развивающей среды в группе.

II. Проанализируйте предметно-развивающую среду в ДОУ, в котором Вы проводите педагогическую практику.

III. Вставьте вместо пропусков подходящие по смыслу слова:

- | | | | |
|------------------|--------------|----------------|----------------|
| A) opportunities | D) nap | G) accommodate | J) experiences |
| B) knowledge | E) recognize | H) promote | K) activities |
| C) impairments | F) transfer | I) familiar | |

1. Children wash hands to prevent ... germs.
2. A doctor should be able to ... symptoms of illnesses and know how to treat them.
3. Students should be ... with some methods of teaching young children.
4. In Russian kindergartens teachers provide daily ... for young children to exercise both outdoor and indoor whether or not a large space is available.
5. An early childhood educator prepares young children to take medical examinations through preliminary classroom ... set by a health specialist.
6. Children can be taught good food habits through their everyday ... with food.
7. Through careful planning with his parents and health specialists you can ... this child in the classroom.
8. Some young children have no longer ... during their day in the kindergarten.
9. If you want to become a professional in the field of early childhood education, you will have to learn how to recognize symptoms of such health ... as AIDS, allergies, asthma, attention-deficit disorder, physical and mental disabilities.
10. To set up a healthy classroom means to ... good health and nutrition.

IV. Составьте распорядок дня для разных возрастных групп в детском саду.

ROUTINES AND HEALTH (by Louise Bates Ames, Frances L. Ilg)

(1) By the time a child is five, one might suppose that he should know how to eat. And of course he does, as far as actually getting food into himself goes. But if a household has exacting standards, the child of this age may still fall short. He dawdles, talks too much, may even toward the end of a meal ask to be fed. He wriggles in his chair, though he doesn't as a rule have to leave the table to go to the bathroom as he did at Four. And most do not fall out of their chairs as they may at Six.

(2) Appetite has usually improved. In fact it is usually quite adequate, though some meals may be better than others. Not all eat three "good" meals a day. But with their interest in finishing things, their normal perseverance, and their wish to do what other people want them to, Fives often manage to clean up their plates, even though it may seem to you as if it is taking forever.

(3) Food preferences are still rather marked. Five likes plain, simple cooking, and may thus like best meat, potatoes, a raw vegetable, milk, and fruit. Gravies, casseroles, puddings, cooked root vegetables, anything complicated or with a strong taste, may be refused. The child especially dislikes stringy and lumpy foods.

(4) Most Fives need little help, unless they are tired or it is the end of a long meal. Most can use a knife for spreading even though they are not yet ready to cut their meat.

(5) Five's table manners are not yet too polished, but fortunately many parents still do not expect as much as they may in another year. So, often a meal with the whole family can go quite happily. Five still does tend to talk too much and also to talk with his mouth full. There is some spilling. Some at this age will still wear a bib though most prefer a napkin tucked in at the neck. But in general, mealtimes go reasonably well. Five really likes to do what is expected of him, at the table as well as everywhere else.

(6) The typical five-year-old is pretty good about washing his hands before meals, especially if reminded. That is, he does not as a rule think of it himself; on the other hand, he makes no major objection. (7) A total bath is something else again. He likes his bath and will participate as much as he can, but his abilities are limited.

(8) In fact, the child may be best at cleaning his hands and knees, and he will probably need quite a bit of help with other parts of his body. He may get stuck on one knee, washing it over and over and needing encouragement to shift even to his second knee. Of course, mother still needs to draw the bath water.

(9) So it cannot be said that Five is an accomplished bather, but he is cooperative and enthusiastic, and bath for many can be a pleasant, relaxing occasion. (10) Mothers of Five-year-olds tend to report, "He can but doesn't." That is, he has most of the abilities needed, except for tying shoelaces or buttoning difficult buttons, but he often fails to use even the abilities he has.

(11) Some mothers find that it helps if clothes are laid out singly, in the right order, or on the floor. Otherwise the child is apt to get them on backward.

(12) How much help the mother gives depends, of course, on how skillful the child is, and some Fives do take on quite a bit of responsibility. Some are able to choose two or three days of the week when they will be (mostly) responsible for dressing. Others really prefer to leave much of it up to Mother. Undressing is still easier than dressing.

(13) Regardless of how much responsibility they themselves show about getting garments on and off, few take very good care of their clothes. Even those girls who are clothes-conscious and want to look nice do not yet take good care of their dresses.

(14) For the most part, assuming that your child is of a relatively healthy temperament, his health at this age will be pretty good, except for the communicable diseases he or she may catch. Whooping cough and chicken pox take the lead. Measles, once very prevalent, is now under better control.

(15) Some Fives have only one or two colds a winter in contrast to their greater prevalence at Four and especially at Six. Stomachaches, which are fairly

common, may be related to either the too-speedy intake diseases a bib of food or to the need to have a bowel movement, a need that may have been put off too long.

(from "Your Five-year-Old. Sunny and Serene", Chapter III, pp.18-26)

I. Подберите соответствующие заголовки к каждой части текста:

Health (paragraphs №...)

Bath (paragraphs №...)

Eating (paragraphs №...)

Dressing (paragraphs №...)

Speaking (paragraphs №...)

II. Найдите в тексте абзацы, которые позволяют ответить на следующие вопросы:

1. What kind of cooking does Five like?
2. What food do children especially dislike?
3. Can Five use a knife for spreading and cutting their meat?
4. Why will some children at this age still wear a bib?
5. Are Five good at cleaning their hands and other parts of their bodies?
6. Five like their bath, don't they?
7. Shall we remind our Five-year-olds to wash their hands before meals?
8. What is easier for Fives dressing or undressing?
9. Do girls of this age take good care of their dresses?
10. What communicable diseases may Fives catch?

III. Подтвердите или опровергните следующие утверждения:

1. Fives often manage to clean up their plates, even though it may seem to you as if it is taking forever.
2. Five does tend to talk too much and also to talk with his mouth full.
3. Five doesn't like plain, simple cooking.
4. Most Fives need help, unless they are tired or it is the end of a long meal.
5. In general, mealtimes go reasonable well.
6. It can be said that Five is an accomplished bather.
7. The typical Five-year-old is pretty good about washing his hands before meals, especially if reminded.
8. Some Fives have only one or two colds a winter.

GENERAL INTERESTS

(by Louise Bates Ames, Frances L. Ilg)

When your child is an infant, each new accomplishment or ability can be the occasion for excitement and rejoicing. That first word, that first step, that first tooth tend to be greeted as if no such thing had ever happened before.

By the time he is five, chances are you have become more accustomed to the fact that he has continued to do remarkable things and add new abilities to his repertoire. You enjoy his enjoyment in these new abilities, but you are a little less anxious if they are late, a little less proud if they are early.

By five the usual boy or girl has arrived at a good balance between what he would like to do and what he can do. And what he likes most of all to do is play. Most Fives play very well indeed. The body is now under a more smooth and skillful control, and therefore most Fives can play without too much adult help or guidance.

Five fits well into the usual kindergarten because he loves the usual kindergarten activities. Cutting, tracing, drawing, pasting stringing beads, making things with small pieces of paper and cloth – all activities that leave quite a clutter of little snips and pieces – give the Five-year-old a chance to practice his increasing constructive and creative abilities.

Both girls and boys love blocks – little blocks and big blocks – though they tend to use them in somewhat different ways. Girls build houses for their dolls, whereas boys are more likely to build roads, tracks, bridges, tunnels, trucks, planes, and fire engines.

However, both sexes like to build big houses with big blocks, or tent houses made of chairs draped with blankets, and then they love to snuggle inside these structures. Often they do not do much once inside, except perhaps talk about how they are now “nice and safe” from whatever they may imagine threatens them on outside.

Dolls, too, are of great interest to Fives. Naturally they pretend these dolls are babies, and both boys and girls like to play house with their dolls, dressing them, feeding them, putting them to bed or taking them for rides in their carriage. All of this fits into their general love of playing “house,” with one or the other of the supposed parents going out to work, the other staying at home to take care of the “housework.”

Hospital or doctor play is not as strong as it was at Four, and playing school usually waits till Six.

Both boys and girls enjoy all sorts of gross motor play, with tricycle-riding a general favorite. And five loves to swing, climb, skip, roller-skate, and jump from heights. If climbable trees are available, he loves to climb. Jump rope is coming in as well as attempted acrobatics, trapeze tricks, or even walking on stilts. Roller skates and ice skates are favorites with many.

Most play activities are enjoyed by both boys and girls, though girls are likely to prefer sewing, boys, and carpentry. Jigsaw puzzles are fun for both, and those children who are spatially well oriented can sometimes master rather complicated patterns.

Others enjoy use of such simple science materials as the magnet, magnifying glass, flashlight, and stethoscope. And still others spend a lot of time with games in which they match pictures or forms, or greatly enjoy copying letters and numbers.

Imaginative play, especially playing house, as mentioned, is still very strong, but Five is a factual age and many Five-year-olds like best of all to work with

materials, to actually make things, solve puzzles, play games that require a certain application of the intellect. Five is growing up.

(from "Your Five-year-Old. Sunny and Serene." Chapter V, pp.32-35)

I. Ответьте на вопросы:

1. What do Five-year-olds like most of all to do?
2. Why does Five fit well into the usual kindergarten?
3. What sorts of motor play do boys and girls enjoy?
4. What activities give Five-year-olds a chance to practice his increasing constructive and creative abilities?
5. What materials do Five-year-olds like best of all to work with?

II. Опровергните данные утверждения:

1. By Five the usual boy or girl has never arrived at a good balance between what he would like to do and what he can do.
2. Most Fives cannot play without too much adult help or guidance.
3. Neither girls nor boys love to play with blocks very much.
4. Girls don't like to build houses for their dolls; they are more likely to build roads, tracks, bridges, tunnels, trucks, planes and fire engines.
5. Boys like to play house with dolls, dressing them, feeding them, putting them to bed or taking them for rides in their carriage.
6. Doll is not of great interest to Five.
7. Hospital or doctor play is as strong as it was at four.
8. Fives also like best of all playing school.
9. Five enjoy matching pictures and coping letters but they don't like to swing and skip.

III. Составьте перечень игр, в которые играют пятилетние дети.

IV. Прочитайте список игрушек, с которыми любят играть дети пятилетнего возраста. Какие игрушки следует покупать пятилетним девочкам, а какие пятилетним мальчикам. Объясните свою точку зрения.

Blocks, board games, card games, cooking equipment, crayons, doctor kits, dollhouse with furniture, dolls with accessories, drawing materials, dress-up materials for particular occupations (nurse, policeman, astronaut, fireman, doctor, carpenter), skates, roller skates, jigsaw puzzles, jump rope, kites, modeling materials that dry or bake to a permanent finish, paints, picture lotto, science materials (magnets, magnifying glass, stethoscope), skipping rope, trains and tricycle.

PHYSICAL EDUCATION OF A CHILD IN A KINDERGARTEN



Physical education is an integral part of the holistic education system, which focused on the development aspects of physical fitness, movement skills, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity. No education is complete without the existence of physical education, because the motion as a physical activity is the basis for man to know the world and himself that naturally grow in line with the times. Physical education is a means to encourage the development of motor skills, physical abilities, knowledge and reasoning, appreciation of values (attitudes, mental-emotional-spiritual-social), and habituation for healthy lifestyle that leads to stimulate growth and balanced development.

At an early age, physical education is needed to assist the growth and development of his time and prepare development for further time. The characteristics of preschool age children are: 1) In connection with the physical development, the child is very active in various activities. This is very useful to develop the small and large muscles. 2) The development of language is also getting better. Children are understanding for speech and able to express thoughts within certain limits. 3) The development of cognitive (thinking power) is growing rapidly, indicated by curiosity exceptional children to the neighborhood. This can be seen from the frequency of child asks everything in sight.

The physical development of individuals cover four aspects, namely: a) the nervous system, which greatly affect an emotional intelligence. b) The muscles that greatly influence the development of strength and motor skills. c) Endocrine gland, which causes the emergence of patterns of new behavior, such as in adolescence growing sense of excitement to be active in an activity, which some members of the opposite sex. d) The physical structure / body, which includes height, weight, and proportion.

Preschoolers begin to have an awareness of themselves as male or female, can arrange themselves in waste water (toilet training), know a few things that are considered dangerous. Physical development is the basis for subsequent development progress. The development of the central nervous system provides the child's readiness to further increase understanding and mastery of his body. A child's physical development is also marked by the development of skills or motor skills, both rough and smooth.

In preschool years, stable growth takes place. Development occurs with the increasing of physical activity, skills, and thinking process. When entering the

preschool, children begin to show the desire, along with the growth and development. Besides that, it is necessary to introduce the environment inside or outside. Children begin to love playing outside and making friends, even many families let most children playing outside by bringing children to the park, playground, or to places that provide play facilities for children. The more the playground build for children, the better to support the needs of children. 4-6 years of age is a sensitive period for children. Children begin receiving sensitive responses to development efforts throughout the child's potential. Maturation of the physical functions and psychic happen and get ready to give responses provided by the environment. Also this period is the time to lay the first foundation in developing the physical, cognitive, language, socio-emotional abilities. Therefore, it is necessary to create conditions and stimulation that appropriate to the needs of child for growth and development achievement at an optimum level.

Development of children aged 4-6 years should be done through play activities, while they learn or learn while playing. By playing children have the opportunity to explore, discover, express feelings, creating, learning fun thing. Playing also helps children to know themselves, others and their environment. Learning environment must be created in interesting and fun ways so that children are always actively participated at kindergarten environment both inside and outside the room. Physical environment should consider the safety and comfort of children in play.

Basic competencies and learning outcomes are as follows:

- the child can do physical activities in a coordinated manner within the framework of flexibility, and as preparation for writing, balance, agility, and train courage;
- the child can move his fingers for flexibility, muscle strength and coordination;
- the child can move his arms for flexibility, muscle strength and coordination;
- the child can move the legs in order to balance of the body, strength, coordination and train courage.

I. Заполните пропуски, используя необходимую часть речи, образованную от слов, данных в колонке:

Physical development

During the primary years, children's physical _____ tends	grow
to slow down as compared to the _____ rapid physical	extreme
growth that occurred during the _____ 5 years of life.	one
Children gain greater control over their _____ and are able	body
to sit for longer periods of time. But primary-age children	
need to be _____.Physical _____ is essential for these	act, act
children for developing their skills.	

Cognitive development

Between 6 and 9 years of age, _____ begin to acquire the	child
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mental _____ to think about and solve problems in their heads because they can manipulate objects _____. This is a major cognitive _____ for children. But they yet cannot _____ manipulate symbols to solve _____ problems. Young children construct their own _____ from experience. Some _____ skills, such as understanding “borrowing” in _____, are beyond the cognitive capacity of children until they are 8 or 9 years old.

able
symbol
achieve
mental, Math
know
think
subtract

II. Проанализируйте организацию физического воспитания в ДОО, в котором Вы проходите педагогическую практику.

III. На основе прочитанных текстов выскажите свое мнение о развитии и обучении ребенка в детском саду.

MONTESSORI EDUCATION



Maria Montessori
(1870-1952)

The Montessori approach to education was developed by Dr. Maria Montessori at the beginning of the 20th century. She was an Italian physician, psychiatrist and anthropologist. She achieved great success, having created a unique method of early childhood development. Her ideas influenced the education of young children all over the world.

The Montessori approach is fundamentally child centric while other systems of education we know are teacher centric. In the traditional education systems, the children usually learn more passively and irrespectively of the diversity of their abilities and interests.

The Montessori method is founded on the belief that children possess an inherent love of learning. She discovered that children could teach themselves when they were given the appropriate materials, guidance and freedom to explore in a properly prepared environment.

Montessori classrooms are known as “Prepared Environments” with specially designed materials and learning tools developed by Dr. Montessori herself. In Montessori classrooms, children work independently, exploring learning materials at their own pace, often with their hands, under the careful observation and direction of specially-trained guides. Multi-age classrooms mean that children learn from each other and get a chance to be role models for younger children.

Areas of the prepared environment support the following categories of activities:

Practical Life – to develop concentration and coordination;

Sensorial – to develop and refine the senses;
Math – to develop the logical mind;
Language – to interact with society;
Science (Nature) – to learn about the wonders of the world from botany to zoology;
Geography and Culture – to study the physical forms of the earth and civilizations;
Arts – to express the inner self;
Physical Education – to develop and refine control over the body and practice co-operation.

I. Составьте развернутый план текста. Перескажите текст по плану.

II. Ознакомьтесь с преимуществами и недостатками системы образования Монтессори. Выскажите свое согласие или несогласие со следующими утверждениями.

Pros of Maria Montessori Educational Method

- Children develop at their own pace, avoiding comparison with their peers, which is not always favorable.
- This educational method does not involve “very early” development, which may lead to neuroses and frustrations. For example, Maria Montessori believed that reading could be taught at 4-5 years, but not at the age of eight months, as proposed by Glenn Doman. At the same time, Montessori method is suitable for educating children at a very young age of a few months.
- Parents are accustomed to the fact that their child does not need to be praised and rewarded for his achievements. An enthusiastic child allegedly does not need praise. It is a debatable issue, but such an opinion protects the baby from being the subject of parental ambition.
- The child can do what he/she finds interesting at the moment.
- Even the most loving parents

Cons of Maria Montessori Educational Method

- This method is somewhat one-sided: first, it is oriented at the child’s sensory development and fostering the qualities required for perception and processing of information from the environment (for the development of attention and logic). At the same time, it is not aimed at disclosing the emotional sphere of the child and his communication skills, at stimulating imagination. In a Montessori group, many extrovert children usually feel bored, since by temperament they are more focused on the interaction not with the “environment”, but with other children. This is one of the main disadvantages of Montessori pedagogy.
- This method can be used more successfully to teach pre-school children than older children. Because mastering the way of pouring water from one cup into another one is not the same thing as a course of algebra. It is focused mainly on children’s

cannot afford buying as many books as any Montessori kindergarten has. A lot of materials are unique, and it is difficult to buy them in a store.

•Moreover, there is no problem of making a naughty child sit at a desk for at least 20 minutes. Fascinated by an interesting activity, even the most hyperactive child will demonstrate miracles of perseverance. And if he cannot sit at a desk, he can comfortably sit on a mat.

•The Montessori method promotes independence in children.

short-term interests.

•The method is characterized by a complete lack of the concept of "competition". Comparing one child to another is believed to make no sense: each person is different and has his/her own way of development. But in some spheres comparison is commonly needed: it allows the child to understand in which areas of knowledge he/she can achieve perfection, and what he should deal with for the sake of getting a general idea.

III. Подготовьте выступление перед родителями об особенностях организации работы с детьми по методу Монтессори.

WALDORF EDUCATION

Founded in Germany in the early 20th century, Waldorf education is an independent and inclusive pedagogy based on the insights and teachings of Rudolf Steiner. Based on a profound understanding of the human spirit and human development, Waldorf education has been successful in different cultures and regions, and has grown to include hundreds of schools worldwide. Waldorf education is now practiced in over 950 established independent Waldorf schools and 1400 independent Waldorf kindergartens located in approximately sixty countries throughout the world, making up one of the world's largest independent educational systems, as well as in "Waldorf-method" government-funded schools and in homeschooling environments.

For the Waldorf student, music, dance, and theater, writing, literature, legends and myths are not simply dry subjects to be read about, ingested, and tested. Rather, they are fully experienced. And through these experiences, Waldorf students cultivate a lifelong love of learning as well as the intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world.

Kindergarten children learn primarily through imitation and imagination. The goal of the kindergarten is to develop a sense of wonder in the young child and reverence for all living things. This creates an eagerness for the academics that follow in the grades. Kindergarten activities include:

storytelling, puppetry, creative play;

singing, eurythmy (movement);

games and finger plays;

painting, drawing and beeswax modeling;

baking and cooking;
nature walks;
circle time for festival and seasonal celebrations.

In Waldorf schools oral language development is addressed through songs, poems and movement games. These include daily story time when a teacher usually tells a fairytale, often "by heart." Extensive time is given for guided free play in a classroom environment that is homelike and includes natural materials; such an environment is considered by Waldorf pedagogues as supportive of the physical, emotional and intellectual growth of the child through assimilative learning.

Waldorf kindergartens and lower grades discourage exposure to media influences such as television, computers and recorded music, as they believe these to be harmful to cognitive development.

Waldorf schooling educates and inspires children to think, feel, and act with depth, imagination, and purpose. Children develop critical thinking, creativity, and intellectual awareness through a rich and rigorous curriculum.

I. Назовите преимущества и недостатки Вальдорфской системы образования.

Pros of Waldorf Educational Method

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Cons of Waldorf Educational Method

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-
-

II. Прочитайте рекламные проспекты Rathgar Montessori Kindergarten и The Brooklyn Waldorf School. Помогите родителям выбрать дошкольное учреждение в соответствии с их пожеланиями и способностями ребенка.

Rathgar Montessori Kindergarten

Rathgar Montessori has a long-lasting, successful tradition. We were established in Kenilworth Square in 1987 and have celebrated our 27th birthday this year. As the longest established Montessori School in the Rathgar area we cater for children aged 1 to 5 in age specific rooms.

The school is open from 8am to 6pm five days a week. Our school runs a Nursery, Montessori and Advanced Montessori classes on a full or part-time basis. We have great child ratios and a limited number of children. We are a St. Nicholas Accredited School as well as members of Early Childhood Ireland and are Eastern Health Board Approved.

As we are a small school we have a limited number of children and thus excellent staff to child ratio. We strive to provide a safe, secure and loving environment in which your child will grow and learn in. Rathgar Montessori Kindergarten is located in a Georgian house in Kenilworth Square, Rathgar, Dublin

6. It is a very quiet residential area, and in the middle of the square is a fantastic park which the residents and children have use of during the opening hours of the park.

In Kenilworth Square the staff and children have rugby, cricket, sports day, teddy bears picnics etc. We also have camping. The children love to have plenty of space to run and play games. CCTV cameras are in operation at all times.

Montessori education practice helps children develop creativity, problem solving and social skills

Montessori respects each child's choice of research and work without pressure or bias.

The aim of our school is to give children the best possible start to the most important school years. We want the children to be happy, and content to progress without pressure, and most importantly to enjoy their days at school as much as we do.

The Montessori method offers a structured system that allows the children to develop at their own pace, using their own abilities under guidance of a trained Montessori Directress and the use of the specially designed Montessori materials. We like the children to be independent and to share. We want them to have freedom within structure and to learn how to take care of each other, to take care of the materials, and to learn from them.

Our qualified language staff can teach your child either Irish or French. We offer a variety of dance musical activities ranging from ballet to modern hip-hop. A wide range of sporting activities is available to your child, including cricket and rugby. Our qualified staff work on the plays with the children, developing and enhancing their skill in the art of drama and acting. Health and relaxation activity are also an offer, a popular one for children is yoga, under professional supervision. Your child can also engage in basic cookery activities which are always fun as well as educational. For the more tech-savvy children, there are computer facilities which they can use. A healthy keep-fit regime is followed.

The Brooklyn Waldorf School

The Brooklyn Waldorf School mixed-age kindergartens are warm, joyful and family-like with experienced teachers who support and guide each child's imaginative capacities, practical skills, social development and emerging intellect.

The Brooklyn Waldorf School kindergarten programs are pre-academic and provide children with the strong foundations they will need for elementary-age learning. Circle time and story-telling provide a foundation for language arts; rhythmic games, songs, and guided movement help children develop a relationship to space, numbers, and mathematics; exposure to the natural world provides the foundation for the life sciences; creative play lays the foundation for self-motivated learning and artistic activity fosters creative problem solving and the development of integrated life skills.

Kindergarten children continue to refine their self-care skills and their expanding ability to help each other forms a close-knit class community.

Older children help younger children and are given greater classroom responsibilities with daily activities tailored to their increasing capacities. Activities for the older kindergarten child are also specifically designed to prepare them for the challenges of first grade.

The younger children learn from the older children by watching and begin to learn some of the steps, skills and expectations.

The Brooklyn Waldorf School currently offers three mixed-age kindergarten classes for children ages 4 – 6. Each class is grouped based upon the particular constellation of ages and developmental needs of the enrolled children in any given year.

Kindergartens are held from Monday to Friday from 8:30 a.m. until 1:00 p.m. Children are four before the start of the program.

The Kindergarten Extended Day Program is available to families who need care until 3 p.m. or 5 p.m.

III. Подготовьте презентацию для родителей о сходстве и различиях Монтессори и Вальдорфской программ дошкольного образования.

QUOTATION ABOUT EARLY LEARNING

I. Переведите на русский язык следующие цитаты:

«The greatness of the human personality begins at the hour of birth».

Maria Montessori

«Play is the highest form of research».

Albert Einstein

«You can discover more about a person in an hour of play than in a year of conversation».

Plato

«Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood».

Fred Rogers

«Good teaching is one-fourth preparation and three-fourths pure theatre».

Gail Godwin

«The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences».

Loris Malaguzzi

«Children must be taught how to think not what to think».

Margaret Mead

«What we learn with pleasure, we never forget».

Alfred Mercier

«When educating the minds of our youth, we must not forget to educate their hearts».

Dalai Lama

«The first five years have so much to do with how the next 80 turn out».
Bill Gates

«A child's life is like a paper on which every person leaves a mark».
Proverb

«Tell me and I forget, teach me and I may remember, involve me and I learn».
Benjamin Franklin

«The best teachers teach from the heart not from the books».
Proverb

«You can learn many things from children. How much patience you have, for instance».
Franklin P. Jones

II. Выразите согласие или несогласие с предложенными высказываниями. Обоснуйте свое мнение.

III. Составьте ситуацию, которая подтвердила бы выбранное утверждение.

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