**Задание на 14.04.2020 ИЯ в ПД устная речь**

**Тема: Games.**

Video games are good for you!

<https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/video-games-are-good-you>

Выполняем все задания по порядку, результаты фотографируем и присылаем.

Перевод текста выполняем письменно, лексику по теме выписываем в тетрадь.

**Задание на 15.04.2020 Иностранный язык**

***Тема: Известные педагоги и психологи***

1. Прочитайте и переведите текст (устно)

HEINRICH PESTALOZZI

(1746-1827)

Johann Heinrich Pestalozzi was born in Zurich and brought up by his mother as his father died when the boy was only five. He was educated at the University of Zurich. He was forced to abandon his career because of his political activity on behalf of a reformist Swiss political organisation.

At his farm near Zurich he conducted a school for poor children. He was influenced by the works of the French philosopher Jean-Jacques Rousseau. While Rousseau laid emphasis on the tutor, Pestalozzi made a significant contribution to the establishment of the school as a central educational force. He set up an industrial school for 20 orphans where work and learning were to be combined. The school was to be a production unit so that children could finance their own learning, but the result was a financial failure.

He wrote a didactic novel “Leonard and Gertrude” (1801), expressing his theories on social reform through education. Learning by Pestalozzi was based on immediate observation. Instead of dealing with words children should learn through activity. Pestalozzi explored how Rousseau’s ideas might be developed and implemented and put his theory into practice. He set out concrete ways forward, based on research.

In 1798 Pestalozzi was briefly in charge of a school for orphans in Stanz, later he was appointed head of a Teacher Training College at Burgdorf and later he set up the Institute in Yverdon. It was at that period when he published his book “How Gertrude Teaches Her Children” (1809) which was an epistolary educational tract. He wanted to establish a psychological method of instruction. He placed a special emphasis on spontaneity and self-activity. Children should not be given ready-made answers but should arrive at answers themselves. To do this their self-activity should be cultivated and encouraged. The aim is to educate the whole child; intellectual education is only a part of a wider plan. He opposed the system of memorization learning and strict discipline. It was replaced with a system based on love and understanding of the child’s world. He abolished flogging.

He stressed the individuality of the child and the necessity for teachers to be taught how to develop abilities of a child rather than to implant knowledge. The teacher should be a loving facilitator of knowledge. Although he respected the individuality of the teacher, Pestalozzi felt that there must exist a unified science of education that could be learned and practised. He believed that teacher training should consist of a broad liberal education followed by a period of research and professional training.

Pestalozzi had and has a lot of supporters and followers. One of them was a German educator Friedrich Froebel, the founder of the kindergarten movement, who taught at Yverdon from 1806 to 1810 and was greatly influenced by Pestalozzi’s method. Other Pestalozzi’s followers developed various sayings characterising his method as “from the known to the unknown, from the simple to the complex, from the concrete to the abstract.”

Thus, we may conclude that his theory laid the foundation for modern elementary education and teacher training.

1. Ответьте на вопросы:

1. Where did Pestalozzi study?

2. Why was he forced to abandon his career?

3. Whose ideas was Pestalozzi influenced by?

4. What did he establish as a central educational force?

5. What was an industrial school to be?

6. Where did Pestalozzi express his theories?

7. What novels did he write?

8. What was learning based on?

9. How should children learn?

10. What ways did Pestalozzi set out?

11. Which educational establishments did he conduct his research in?

12. What method of instruction did Pestalozzi want to establish?

13. What powers of children should be cultivated to help them to arrive at answers?

14. What system did he oppose?

15. What principles should a system of education be based on?

16. What should teacher training consist of?

17. What were the principles characterising Pestalozzi’s method?

18. What is Pestalozzi’s contribution to the theory of education?

Грамматика: <https://lizasenglish.ru/grammatika/test-nfinitiv.html> (результаты сфотографировать и сбросить)

**Задание на 17.04.2020 ИЯ в ПД устная речь**

**Тема: Games.**

Games for a rainy day

<https://learnenglishteens.britishcouncil.org/magazine/entertainment/games-rainy-day>

читаем статью, переводим,

**Discussion**

How would you entertain yourself on a rainy day without any television or internet? What board or card games are popular in your country?

**Письменно отвечаем на вопросы (минисочинение 12-15 предложений)**

**Задание на 10.04.2020**

**ТЕМА: TOYS and GAMES**

1. Прочитайте и переведите текст (письменно)

**Creative Games For Children**

Games and childhood always go together. Kids use creative games and play in order to learn and **acquire new skills**. **Creative learning games** help them to handle difficult situations and to have lots of fun at the same time. Most kids will create their own games and every new idea is always welcome. Every child is born with **a creative potential**. It is the parents' responsibility **to nurture** their **children** with the right creative games that will improve a child's creativity and the **ability to interact**. Although parents must **be responsible for** the safety of a child during playtime whilst allowing some leeway for learning to take place. It is a difficult thing to try to balance. This will allow the child to be more **imaginative** and it will help them to learn to do things on their own.

Creative and **dramatic play** is one of the best ways for kids **to express themselves**. They are free to express the way they feel inside. Every day, children tend **to imitate** animals, machines and older people. It helps them understand and work within their environment. Parents can encourage their children with toys and games. They should choose the right types of toys and games for their age range. Examples of simple yet creative games for kids include reading a story and acting it out after wards. This helps **to enhance a child's ability** to imagine and **portray basic roles** in life.

Most creative learning games for kids' games **require physical energy and movements**. Most of these games should be played outdoors. Parents should always remember that playing should always be fun and memorable. If the usual games you play with your kids seem **boring and tiresome** then why not try the games listed above and let your creativity take over. These creative games for kids will surely make every child's day fun and enjoyable.

Every human, especially a child, is born to play and have fun. It is one great way for a kid to interact with other kids. Playing is **a source of relaxation** whilst simultaneously being **a source of stimulation of one's brain and body**. Playing creative games for kids is a sure way to develop a child's **creativity, imagination, problem-solving skills** and **mental growth and awareness.**

So when it's time for you to choose your children's birthday gifts it is always a good idea to choose wisely and really start to think about the types of creative learning toys that would benefit them the most. Learning is certainly fun with creative learning toys and games. You can't go wrong if you purchase brand names from reputable toy stores.

**2. To write out in a notebook the words and phrases in bold with the meaning. Make your own sentences with them. Then learn them.**

**3. Ask 10 questions to the contest of the text.**

**Задание на 08.04.2020 (сдать до 10.04.2020)**

Новая тема!!!! **TOYS and GAMES**

**1) работаем над фонетикой**

<https://learnenglishkids.britishcouncil.org/ru/tongue-twisters/toy-phone>

**2) знакомимся с новой лексикой, выполняем прикрепленные задания**

<https://learnenglishkids.britishcouncil.org/word-games/toys-1>

<https://learnenglishkids.britishcouncil.org/word-games/toys-2>

**3) развиваем фонематический слух, навыки чтения вслух, понимания прочитанного и услышанного (по заданию)**

<https://learnenglishkids.britishcouncil.org/short-stories/teddys-adventure>

а) preparation

b) watch video

c) game

d) printed story (читаем за диктором)

е) printed activities (в тетрадь или документом)

Grammar:

А) работа над ошибками

Б) упражнения на googleclassroom



Задание на 7.04. (сдать 8.04)

**1. To read and translate the text (in written form)**

**My Future Profession Is a Kindergarten Teacher**

I love children and **have a lot of experience** with them because I have a younger sister who goes to the 1st grade and a little brother who is only 3 years old. I’m **a babysitter** in our family: I walk outside with a baby, play with him and teach him when my parents are not home, go to school with my sister and help her with her homework. I’m so used all these duties that I cannot imagine my life without it that’s why I would like to become **a kindergarten teacher** in the future.

All children **need attention and care** especially those who are learning how to be independent. I would like to surround babies with my love and help them **to get used to kindergarten**, teach them everything I know and **instill moral values**.

I understand that kindergarten teachers **have a great responsibility**. First of all, they **are responsible for** children’s health and they should make sure children do not **get injured** at the playground. Of course, kindergarten teachers cannot **scream at children** or **punish** them. I think it is the most important thing every teacher should know.

I hope I will learn a lot of **different methodologies** at **teacher training university** that will help me to work with children. Besides, I would love **to arrange matinee performances** together with a music teacher for parents.

**2. To write out in a notebook the words and phrases in bold with the meaning. Then learn them.**

**3. Ask 10 questions to the contest of the text.**

**Задание 25.03.2020 сдать 27.03.2020**

**1/ Read the text and translate it**

**PIAGET`S THEORY**

Piaget`s theory is a psychological theory which helps to understand the nature of intellectual and moral development of children.

Piaget is often believed to be a psychologist, but he actually was an epistemologist. Epistemology is the study of the nature and origins of knowledge expressed in questions such as *How do we know what we think we know* and *How do we know that what we think we know is true?* Two main currents developed over the centuries in answer to these questions: the empiricist and rationalist currents.

Empiricists such as Locke, Berkeley, and Hume in essence argued that knowledge has its source outside the individual and that it is internalized through the senses.

Rationalists such as Descartes, Spinoza, and Kant did not deny the importance of sensory experience, but they insisted that the reason is more powerful than sensory experience.

Piaget saw the elements of truth and untruth in both camps. He makes a fundamental distinction between physical knowledge and logico-mathematical knowledge. Physical knowledge refers to knowledge of objects which are out there and observable in external reality. The only way the child can find out the physical property of objects is by acting on them materially and mentally and finding out how objects react to his action. For example, by dropping a ball and a glass on the floor, the child finds out how the objects react differently to the same action. While the source of physical knowledge is partly in objects, the source of logico-mathematical knowledge is in the child.

This can be clarified by the example of the simplest relationship between two objects, such as a red bead and a green one of the same size, both made of wood. The two beads can be considered “different”. This relationship exists in the head of the person who puts the objects into relationship, and if he did not put the objects into this relationship, the difference would not exist for that person. Thus, the source of logico-mathematical knowledge is in each child.

**2/ Answer the following questions:**

1. What does Piaget`s theory help us to understand?

2. What is epistemology?

3. What is the difference between empiricists and rationalists?

4. How does the child get physical knowledge?

5. What actions are the most important in creating logico-mathematical knowledge?

**3/ Learn new words and word combinations**

Грамматика(googleclassroom)

Unit 19 (p.114-119) Infinitive  
Все правила записать в тетрадь и выучить, упражнения выполнить письменно. (сдать до 1.04.2020)

Задание на 27.03.2020 (сдать до 30.03.2020)

**RENEWING THE TEACHING PROFESSION**

The success of an educational system inevitably depends upon the judgement and ability of those who teach... It is in the classroom that the pupil **experiences** the educational process; if the interaction between teacher and child is not effective, even the most sound federal, state, or local policies will be **useless**. Reducing objectives for the schools and revamping the curriculum will improve public education only if teachers are of high quality.

Economically, too, teachers are the **critical component** of the system. About 85 per cent of all **salaries** in education go to teachers – 65 per cent of the **total** budget. To be productive and, in a sense, **to invest** public funds wisely, schools must **recruit**, retain, and **reward** corps of competent professionals, imbued with high standards of performance and capable of **commanding the respect** of their "clients" – their pupils, the parents, and the public.

In 1983 "declining teacher quality" suddenly became an issue for the American media. A number of negative trends affecting the profession are often **mentioned**; low pay, **declining** prestige, decreasing academic ability among the teachers themselves, poor working conditions and in**adequate** **training** are among the **troubling complaint**s. Yet why so much concern now? After all, these problems, which result from an interrelated **set** of historical **circumstances**, have been building for years.

One reason for the present intense scrutiny of\* the teaching profession is that trends in student enrolment are changing once again. After declining over the past decade, enrolment will increase by 2 million from 1985 to 1990. Moreover, from 1970 to 1982 very few new teachers were **hired**, so that the average teacher is older and is close to retirement\*\*. In the 80s teaching will be one of the fastest growing professions. The student population is changing as well as growing; these new teachers will **confront** a higher proportion of pupils from disadvantaged\*\*\* and single-parent homes. By 1990 about two-thirds of the national student population will come from such households.

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\* the present intense scrutiny of– *(зд.)* особо пристальное внимание сегодня к

\*\* is close to retirement – скоро уйдут на пенсию, близки к пенсии

\*\*\* disadvantaged– *(зд.)* неблагополучный

There is an even more significant reason for looking closely at the teaching profession: fundamental changes in the labour market for teachers. Taken together the circumstances surrounding the work force in education compel a rethinking\*\* of the very concept of the teaching process.

**The Changing Labour Market**

Women make up two-thirds of the total **work force** of teachers – and 80 per cent of all elementary school teachers. The dependence of the teaching profession on women is a major cause for concern, because the vast expansion of occupational choices\*\*\* for young women has correspondingly decreased the supply of superior teachers. Women who **achieve high scores** on academic tests have disappeared from the school employers' personal files\*\*\*\*over the past 15 years because teaching– like nursing, librarianship, and social work– is no longer one of the few places for them to go. Management, law, medicine – all the **opportunities** are open to them today.

The bright young woman who taught English 15 years ago is now carrying an attach case and heading for an office.

New opportunities for women affect teacher quality in another way. Women who withdrew from teaching to raise families once constituted a vast reserve army of teachers who could be called upon as their children grew up. But today, about 70 per cent of women between the ages of 25 and 65 are already employed, meaning that the reserve army no longer exists. Education must compete on its own merits as a desirable occupation.

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\* compel a rethinking – вынуждают пересмотреть

\*\* expansion of occupational choices– увеличившийся выбор профессий

\*\*\* personal files– картотеки работников

***Assignments:***

**1**. Find in the text the English for:

испытывать на себе, бесполезный, важнейшая составная часть, заработная плата, общий (суммарный), вкладывать (средства), нанимать (брать на работу), награждать, завоевать уважение, упоминать, падающий (снижающийся), достаточная подготовка большая тревога, совокупность обстоятельств, сталкиваться с, рынок труда, рабочая сила, основная причина, достигать высоких результатов, возможности, умный (способный).

**2**. Form the nouns from the following verbs:

to depend, to judge, to retire, to experience, to interact, to improve, to invest, to reward, to perform, to respect, to concern, to result, to enroll, to change, to choose.

**3**. Arrange A and В in pairs of synonyms:

1. to recruit, productive, competent, bright, standard, interaction, child, household, total, pupils, fast, declining, reason, occupation.
2. decreasing, to hire, effective, communication, efficient, kid, overall, students, level, quick, cause, family, clever, profession.

**4**. Arrange A and В in pairs of antonyms:

1. useful, adequate, success, effective, poor, negative, fast, advantage, significant, superior, to appear, to increase.
2. ineffective, to decrease, useless, slow, positive, insignificant,todisappear, failure, inadequate, rich, disadvantage, inferior.

**5.** Underline 10-12 main sentences in the text.