**Задание на 17.04.2020**

Подготовить презентацию о жизни и деятельности одного из известных педагогов или психологов (не повторяться)

Грамматика: <https://lizasenglish.ru/grammatika/test-nfinitiv.html>

Результаты сфотографировать и прислать

**Задание на 10.04.2020**

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

1. Прочитайте и переведите текст.

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 - инфинитив, конструкции с инфинитивом*

1. Вставьте частицу to перед инфинитивом, где необходимо:

1. I like … play the guitar. 2. My brother can … speak French. 3. We had … put on our overcoats because it was cold. 4. They wanted … cross the river. 5. It is high time for you … go to bed. 6. May I … use your telephone? 7. They heard the girl … cry out with joy. 8. I would rather … stay at home today. 9. He did not want … play in the yard any more. 10. Would you like … go to England? 11. You look tired. You had better … go home. 12. I wanted … speak to Nick, but could not … find his telephone number. 13. It is time … get up. 14. Let me … help you with your homework. 15. I was planning … do a lot of things yesterday. 16. I’d like … speak to you. 17. I think I shall be able … solve this problem. 18. What makes you … think you are right? 19. I shall … do all I can … help you. 20. I like … dance. 21. I’d like … dance. 22. She made me … repeat my words several times. 23. I saw him … enter the room. 24. She did not let mother … go away. 25. Do you like … listen to good music? 26. Would you like … listen to good music? 27. That funny scene made me … laugh.

2. Замените выделенные части предложений инфинитивными оборотами:

1. I have no books *which I can read.* 2. Is there anybody *who will help you*with your spelling? 3. Don’t forget that she has a baby *which she must take care of.* 4. Have you got nothing *that you want to say* on this subject? 5. There was nothing *that he could* do except go home. 6. I have only a few minutes *in which I can explain* these words to you. 7. I have an examination *which I must take* soon, so I can’t go to the theatre with you. 8. King Lear decided to have a hundred knights *who would serve him* after he had divided up his kingdom.

3. Раскройте скобки, употребляя требующуюся форму инфинитива:

1. I hope (to see) you soon. 2. We expect (to be) back in two days. 3. He expected (to help) by his friends. 4. I want (to take) to the concert by my father. 5. He seems (to read) since morning. 6. I am glad (to do) all the homework yesterday. 7. She seems (to work) at this problem ever since she came here. 8. I am sorry (to break) my pen.

4. Раскройте скобки, употребляя требующуюся форму инфинитива:

1. I hate (to bother) you, but the student are still waiting (to give) books for their work. 2. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 3. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother. 4. He began writing books not because he wanted (to earn) a living. He wanted (to read) and (not to forget). 5. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings. 6. He seems (to know) French very well: he is said (to spend) his youth in Paris. 7. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city. 8. The woman pretended (to read) and (not to hear) the bell. 9. You seem (to look) for trouble. 10. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow. 11. They seemed (to quarrel): I could hear angry voices from behind the door. 12. Perhaps it would upset her (to tell) the truth of the matter. 13. They are supposed (to work) at the problem for the last two months. 14. The only sound (to hear) was the snoring of grandfather in the bedroom. 15. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall. 16. They seemed (to wait) for ages.

**В СКОБКАХ ОБЪЯСНЯЕМ, ПОЧЕМУ ВСТАВИЛИ ТУ ИЛИ ДРУГУЮ ФОРМУ!!!**

**сдать до 03.04.2020**

**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)

Учебник Grammarway 1 Unit 19 Тема «Инфинитив»: конспект и задания