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МЕТОДИЧНІ ВКАЗІВКИ ДЛЯ ВИКОНАННЯ САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ
«ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ
(АНГЛІЙСЬКА)»

для студентів денної та заочної форм навчання
спеціальності 7.01010201 «Початкова освіта»

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Методичні вказівки для виконання самостійної роботи з дисципліни "Іноземна мова професійного спрямування" для студентів денної та заочної форм навчання спеціальності 7.01010201 «Початкова освіта»/Укладач Б.В. Барчі–Мукачєво: МДУ, 2016. – 58с. (1.9авт.арк).

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Видання містить перелік та зміст адаптованих текстів для забезпечення самостійної роботи студентів. Призначене для розвитку навичок усного та писемного мовлення на базі відповідної професійної тематики; вдосконалення граматичних вмінь та навичок.

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Передмова

Навчальний дисципліна розрахований на студентів, які мають базовий рівень знань з англійської мови.

Мета дисципліни — навчити студентів реферувати тексти середньої складності з англійської мови на українську та навпаки; закріпити і вдосконалити навички письма англійською мовою; розвивати навички усного та писемного мовлення на базі відповідної професійної тематики, а також використовувати набуті знання у практиці спілкування з носіями мови. Передбачається повторення та закріплення граматичного матеріалу курсу “Іноземна мова (англійська)”. Навчальний курс також передбачає використання автентичних матеріалів з англійськомовних джерел. Студенти повинні засвоїти і вміти користуватися лексичним матеріалом в обсязі 1900- 2200 лексичних одиниць.

Основним завданням викладача є формування у студентів відповідних теоретичних та творчих знань, надання їм практичної спрямованості та формування вміння використовувати їх у практичній діяльності (навчанні, викладанні) та в житті взагалі. Загальними завданнями оцінювання є: визначення рівня навчальних досягнень студентів; стимулювання їх мотивації до здобуття знань; визначення рівня здібностей студентів, їх потреби у додатковому навчанні; виставлення відповідної оцінки; освоєння синтаксичних особливостей англійської мови, основних правил пунктуації та писемної мови.

В результаті вивчення даного курсу студент повинен:

- **знати:** основну термінологію по своїй спеціальності, правильну граматичну побудову речень, тексти професійно-орієнтованого характеру, структуру діалогу загальнонаукового характеру, користуватися джерелами англійськомовної літератури.
- **вміти:** вживати лексичні одиниці в своєму мовленні, усно перекладати прочитаний матеріал, реферувати іншомовні джерела, володіти мовним етикетом.

Опанування курсу забезпечить формування у студентів системи компетентностей, які є критеріями оцінки якості знань з курсу.

По завершенню курсу студенти краще усвідомлюватимуть різні підходи до вивчення англійської мови, природу вербального спілкування, роль і функції мови, їх значення для навчального процесу.

А також впевненіше зможуть:

- демонструвати знання принципів комунікативного викладання мов у процесі планування уроків, мікро-навчання, відбору, адаптації та розробки навчальних завдань;
- використовувати англійську мову для між особистісного спілкування та керування навчальною діяльністю у класі;
- розуміти і використовувати відповідну термінологію для пояснення теорії та практики викладання англійської мови;
- визначати та використовувати відповідні критерії оцінювання і відбору навчального матеріалу;

- використовувати, адаптувати і розробляти навчальні матеріали для різних цілей і в різних контекстах;
- здійснювати самооцінку шляхом спостережень та аналізу і продовжувати цей процес поза межами курсу.

Методичні рекомендації щодо роботи з курсом

Рекомендації складено для студентів денної та заочної форм навчання спеціальності 7.01010201 Початкова освіта на підставі навчально-тематичних планів даної спеціальності та програми дисципліни «Іноземна мова професійного спрямування (англійська)».

Передбачається, що студенти мають глибокі знання з іноземної мови.

Збільшення обсягу методичних термінів і понять, необхідних для повноцінної педагогічної рефлексії, відбувається поступово за принципом систематичності їх послідовності.

Методика викладання курсу має комунікативну спрямованість і передбачає діяльність у центрі якої знаходиться студент – суб'єкт навчання.

Враховуючи новітні науково-педагогічні дослідження курс зорієнтований на активне залучення студентів до процесу навчання із зосередженням на завданнях, виконання яких потребує активних практичних дій під час самостійної роботи.

Методика є особистісно-зорієнтованою, оскільки вона ставить собі за мету не тільки передати певні знання, але й шляхом організації самоаналізу й педагогічної рефлексії допомогти студентам реалізувати свій професійний та особистісний потенціал.

Відбір завдань курсу зумовлений такими принципами:

1. зв'язність – інтеграція всіх компонентів у логічно й послідовно сформований комплекс завдань, які включають у необхідній пропорції рефлексію, самоаналіз та самооцінку навчальних завдань, комунікативну практику;
2. особистісна соціокультурна значущість – широке звертання до життєвого та професійного досвіду студентів;
3. розвиток – залучення студентів до таких видів навчальної діяльності, які допомагають їм стати більш незалежними і самостійними, а також усвідомити, як вчити і навчатися більш ефективно;
4. моделювання – віддзеркалення дій з мовленнєвим матеріалом, які студенти будуть використовувати в подальшій роботі зі своїми учнями в школі.

Проблема ефективної організації самостійної роботи з іноземної мови професійного спрямування у вищому навчальному закладі можна назвати однією з основних проблем підготовки майбутнього фахівця.

Зближення іноземної мови з профільними дисциплінами, тобто професійна спеціалізація, сприяє професійній підготовці студента та росту його професійної майстерності.

Студенти оволодівають іноземною мовою як засобом отримання додаткової інформації саме зі своєї спеціальності. Тісне поєднання навчання

іноземної мови з навчанням профільюючих дисциплін сприяє оволодінню не просто іноземною мовою, а спеціальною термінологією, специфічною системою визначень, що знаходить своє відображення у процесі підготовки курсових робіт, кваліфікаційних робіт, підготовки анотацій за матеріалами зарубіжних спеціальних видань. У процесі навчання студент оволодіває мовою та вчиться використовувати її як засіб отримання інформації зі спеціальності.

Для виконання зазначених завдань студент як майбутній учитель має використовувати різноманітні форми, засоби і методи навчально-виховної роботи. Вища школа має на меті виховання педагога майбутнього, що досконало володіє усім спектром психолого-педагогічних, методичних і фахових знань. Потреби студентів, що виникають у процесі багатоаспектної фахової підготовки покликана задовольнити саме самостійна робота з іноземної мови професійного спрямування.

На допомогу студентам пропонуються методичні рекомендації, що допоможуть визначити зміст та обсяг навчального матеріалу до зазначених компонентів. Самостійне опрацювання навчального матеріалу виконується студентами протягом всього часу навчання. Передбачається обов'язковий контроль у вигляді письмових робіт та усних доповідей на практичних заняттях.

Вимоги до оформлення завдання

1. Робота виконується в окремому робочому зошиті для самостійної роботи.
2. У послідовності, відповідно до переліку тем, опрацьовуються тексти, що винесені для самостійної роботи.
3. Після ознайомлення з текстом (читання та усний переклад) студенти занотовують нові лексичні одиниці та сталі словосполучення.
4. До кожного тексту у письмовому вигляді потрібно подати 15 запитань англійською мовою, для подальшого їх обговорення на практичних заняттях.
5. У письмовому вигляді подати основний зміст прочитаного тексту (у формі есе чи тезами).

Результати самостійної роботи студентів перевіряються контролем поточних (рубіжних) знань через опитування на семінарських (практичних) заняттях, а також тестуванням з урахуванням відвідування студентом занять.

Критерії оцінювання виконаних робіт

«5» – заслуговує студент, який вміє вільно виконувати завдання передбачені програмою, засвоїв основну лексику, наводить узагальнення і висновки; виконуючи практичні завдання, студент демонструє вміння і навички системного аналізу мовного матеріалу, що виявляється в абсолютному, схематичному дотриманні послідовності розбору граматичного, лексичного, стилістичного, синтаксичного аналізу тексту, немає майже жодної орфографічної чи пунктуаційної помилки.

«4» – заслуговує студент, що виявив повне знання програмного матеріалу в обсязі, вірно будує питання, але допущені незначні помилки (1-2 неточності). Не завжди дотримується логіки викладу, хоч вільно орієнтується у матеріалі, але інколи припускається одиничних лексичних чи граматичних помилок. Студент

відповідає чітко й виразно, послідовно викладає матеріал, але не завжди використовує можливі засоби різноманітнення мовлення.

«3»- заслуговує студент, який засвоїв матеріал але відтворює вивчене не завжди логічно і послідовно, при виконанні практичних завдань студент виявляє основні необхідні для вчителя вміння, але допускає помилки, які свідчать про суттєві прогалини в засвоєнні теоретичного та практичного курсів, про відсутність системних зв'язків, що виявляється у недотриманні послідовності відповіді, допускає 7-9 помилок.

«2» – свідчить про епізодичні знання з курсу, які не дають цілісного уявлення про рівень підготовки. Він не може дати зв'язну відповідь на питання, сплутує граматичний матеріал, слабо орієнтується в термінології. Записи містять пунктуаційні й орфографічні помилки.

Перелік тем для самостійного опрацювання

1. Early Greek education
2. Education of roman youth
3. Erasmus, the great Dutch humanist
4. John Amos Comenius
5. Francois Rabelais
6. Jean Jacques Rousseau
7. Johann Heinrich Pestalozzi
8. Konstantin Ushinsky
9. Preschool establishments. The elementary school of the future
10. Pedagogical universities
11. The system of evening and correspondence school
12. Enrolment and the school day
13. The school and the family
14. Basic tasks of elementary education
15. Children theatre Objectives
16. Teacher. School grounds. Internal arrangement

Early Greek Education

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

The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

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

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

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

Education of Roman Youth

The Romans were no innovators in educational methods. They copied their educational method from the Greek. Roman boys were expected to memorize the law of their people. Like the Greeks, Roman boys were set noble examples of manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue, as he often was a slave, but of their fathers. Thus a Roman youth was his father's frequent companion in forum, camp, and field. He learned the Roman virtues of fortitude, earnestness, honesty and pity not only by imitating the heroes of legend and history but also by observing these virtues in his father and his father's companions. Rome's great schoolmaster Quintilian (42—118) mentioned that the way of learning by precept was long and difficult but by example short and easy.

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

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

Erasmus, the Great Dutch Humanist

Erasmus was born in 1466. He spent the first nine years of his life in a small Dutch town. His first contact with humanist thought was at the school run by the Brothers, where he was sent by his father to continue his studies. When he was

thirteen his parents died and he was persuaded to enter a monastery. After his ordination, in 1492, he left the monastery and took a post as a secretary to a bishop. This was the beginning of his wandering. He had money problems most of his life, and only in 1495 did he fulfil his ambition to study at the University of Paris. He supported himself by tutoring wealthy men's sons. He was disillusioned by Paris but he met a number of prominent humanists there and began to publish his writings.

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

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

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

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

Francis Rabelais (1490-1553)

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

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

pleasure.

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

The young giant Gargantua did not learn at his pleasure, he was made to toil a lot at his studies. He rose at four, and while he was being washed a page of Scripture was read to him. He was made to note the chief features of the morning sky and to compare them with what he had seen the night before. During his dressing the lessons of the previous day were recapitulated. Then followed three hours of serious study, when he had to listen to some book being read to him. After a short play in the field, during which lessons were discussed, he got dinner some time about ten o'clock and still the instruction went on. Not only a book was read during the meal, but instructive comments were made on the bread, salt and the other articles on the table, and passages about them from the ancient authors were read and memorized. Then for three hours he practised writing. In the afternoon he usually went to the riding school and spent some hours in all sorts of physical exercises; and on his way home he learned about plants and trees, and what was written about them by the ancients. On wet days he busied himself with carpentry, sculpture and other practical occupations. The evening was spent with music and games and visits to travellers or men of learning. And finally before going to bed he was made to recapitulate everything learned in the course of the day.

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

Jean Jacques Rousseau

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

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

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

(b) In childhood up to twelve, education should not be in the teaching of the

ordinary school subjects (languages, geography, history, even fables). The only direct education is the training of the mind through physical activities. To learn to think they must exercise senses and organs, which are the instruments of intellect. All the learning must come by way of play.

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

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

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

Johann Heinrich Pestalozzi

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

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

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

smoke.

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

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

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

The System of Education. Preschool Establishments

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

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

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

Great demands are made on the directors and teachers of preschool establishments.

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

At present there are many nurseries, nursery schools and kindergartens in the rural areas of our country, attended by one million children. The educational system in the kindergartens is not a firmly established system. It is being constantly improved in accordance with the latest scientific findings and the experience of the best establishments.

The System of Evening and Correspondence Schools

In 1943 evening secondary schools for working youth were created.

In 1944 similar schools were created for rural youth. Education in these evening schools was conducted in accordance with the curricula of the fifth to tenth grades of secondary school. The pupils of these schools enjoy equal rights in all respects with pupils of general education schools. Pupils of these workers' schools are

given supplementary paid vacation during examination time: 20 paid working days for pupils of the tenth grade and 15 paid working days for pupils of the eighth grade.

Persons who have a complete secondary education and are employed are eligible to enroll in these evening and correspondence schools. The schools have no age limit. There are special consultations for persons studying by correspondence; they receive (free of charge) all the necessary manuals and assignments. All evening schools for working youth are now two-shift schools. This means that there are day and evening classes, which make it possible for a young worker to attend whenever it is convenient to him, no matter what shift he is on.

The system of evening and correspondence schools is being constantly improved.

Enrolment and the School Day

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

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

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

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

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

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

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

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

The School and the Family

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

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

teacher.

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

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

Basic Tasks of Elementary

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

Native language programmes cover grammar, reading and penmanship. Pupils get the rudiments of grammar and develop their ability to express themselves in writing and orally. In non-Ukrainian schools the pupils have an option to study their native language. Nearly half the time is spent on studying the Ukrainian language.

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

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

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

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

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

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

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

Children Theatre

In the early years of our country a new type of theatre was born in the country: the children's theatre. At present over 4 million schoolchildren attend performances at children's theatres annually. Approximately the same number of schoolchildren attend special performances in adult theatres. By a very conservative count, between 6 and 7 million children attend theatre performances each year. In the near future this figure will rise considerably, as new children's theatres are built. Besides, the many millions of children who watch theatrical performances on TV or listen to them over the radio must also be taken into account.

The theatres play an important role in aesthetic education of children. Their productions touch upon the most burning problems of today; they present a truthful and realistic picture of life in modern times, they stage plays about the heroic past, shaping the child's aesthetic tastes, establishing the norms of morality.

Teacher

Successful solution of the complex tasks of the instruction and upbringing of young people depends to a great degree on the teacher, on his professional skill and cultural background. The teacher in public education is a person in whom society has confidence, to whom it has entrusted its children, its hope and its future. This difficult profession demands of the person who has dedicated his life to it constant creativity and thought, love for children and boundless devotion to his cause.

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

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

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

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

Pedagogical Universities

The pedagogical universities train teachers in all specialities for the school system (Ukrainian grammar and literature, various native languages and literature, history and social sciences, mathematics, physics, chemistry, biology, geography, foreign languages, physical culture, music and singing, drawing and mechanical drawing, general technical subjects and the fundamentals of agricultural production). In many pedagogical universities teachers are trained not in one, but in two allied subjects, such as mathematics and physics, biology and chemistry, geography and biology, etc. The course of study is 5 years.

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

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

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

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

There is a three-year post-graduate course of study at all major pedagogical universities. On completing the three years of study, the graduate student defends his thesis and is awarded the title of Candidate of Sciences. Graduate students may study in the day departments or by correspondence. Teachers on the staff of various universities who show a talent for research work and who are working on their doctorate theses are transferred to research posts and are relieved of their teaching duties. This makes it possible for them to devote all their time to their theses. Specialists who have defended their theses in their fields in scientific institutes or other educational establishments are also eligible for staff positions at pedagogical

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

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

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

The School of the Future (*From American Literature*)

What Do We Want For Our Children?

Many lists of educational objectives have been published. They are similar. They differ primarily in the specificity in which they are presented.

The chairman of the philosophy committee of Chestnut Hill Academy compiled the following list of objectives from a study of the most universally accepted lists of educational objectives and from an analysis of the needs of individuals in our culture. Each child must be helped to reach the following objectives in so far as he is able:

1. To be adaptable to change.
2. To develop aesthetic appreciation.
3. To conserve and reclaim human and natural resources.
4. To appreciate the cultural heritage.
5. To practice the basic tenets of democratic living.
6. To develop effective study habits and skills.
7. To grow intellectually.
8. To be mentally healthy.
9. To live in accord with moral and ethical values.
10. To be physically healthy.

The objectives listed above have not been put in any order of importance. They represent the factors which the twentieth century culture requires of each well-adjusted and well-educated individual.

The elementary school operates within the overall framework of these cultural objectives. There is no doubt that the elementary school of the future will be based on these broad objectives. There will be times wherein certain groups of parents and educators attempt to restrict the curriculum to a completely academic basis.

1. We want our children to be able to deal with these dynamics and to live happily. We want them to take change and progress as inevitable growths toward a richer civilization. We want them to deal with these changes in a manner which will enrich their lives and help them to grow with a constantly changing and growing

world.

2. We want our children to appreciate the beautiful. We want them to be cognizant of the beauties of nature and of those created by man. We want them to relate these beauties, which are in reality deep spiritual experiences to their daily lives. We want our children to live in a world where beauty exists, is protected, and is created constantly.

3. We are coming into an era wherein our nature resources assume a greater importance. With each passing decade we see a greater need to conserve both our human and natural resources. If we are to survive as nation, we must be cognizant of our future needs and must plan to meet them. Education must constantly lead the way in the solution of this major problem of survival.

Human resources must be conserved if we are to be an effective and productive nation. Our natural resources must be conserved. They must be used judiciously. The children of our nation will have to solve these problems in the very near future.

4. We want our children to know about what has come before them. We want them to profit from the experience of the past and we want them to use that experience to establish a perspective which will help them to meet the problems of today. We want them to use whatever they choose from the past, not because of any obligation to do so, but to use it because it will be helpful to them to understand the contributions and the mistakes of the past.

5. We want our children to understand and to practice the principles of democracy. We want them to learn to live happily in a world of freedom. We want them to protect this freedom. The school must be a democratic organization in which the rights and privileges of the individual are important. Democracy begins in the home and is extended through democratic classrooms and through democratically organized schools.

6. There has been a gradual tendency since the beginning of the twentieth century for education in America to change academic standards. Many of these standards have improved with change. The school of the future must teach children to read, write and do arithmetic to the best of their ability. It must stress the information of good academic habits and must maintain standards set by the capacity indications of each child, for each child.

We want our children to be well-balanced personalities. We want them to take the successes and failures of life in their stride and to be able to deal with them effectively. We want our children to be sufficiently mature, to be able to deal with the complexities of modern civilization, with understanding and with vigor. We must, above all, stop the great increase in the numbers of people who are mentally unfit to meet fully their obligations to society or who are hospitalized because of mental illness.

7. Both World Wars have provided evidence pointing up the fact that too many of our people have physical anomalies which can and should be corrected because they interfere with efficiency in living. Because of public pressure and because of better facilities and techniques, the medical profession is gradually

meeting more of the nation's health needs. In addition to this improvement the schools must educate toward prevention of many of the physical anomalies which now exist. The school of the future must give information and understanding of the factors making for good physical health to each child. It must provide healthful activities for the children during the school year and must provide for the continuity of those activities during the summer and upon graduation from school.

8. A major crisis which America faces is the tendency of its homes toward instability. We want our children to be responsible and contributing members of their homes. We want them to grow into adults who will have the type of attitudes and habits which will make them worthy home members. We want them to become parents whose feeling for the home and for each person's position in the home will make for happiness for all members of the home.

9. Since the beginning of our atomic age our national community has been disturbed about the lack of teaching in the area of morals and ethics on the part of the schools. The feeling is that education has created a scientific monster which could eventuate in complete world destruction or that it has conceived a science which could benefit the world immeasurably, without teaching the moral and ethical concepts which govern the use of these ever advancing scientific discoveries.

10. A democracy's strength rests with the individual in the final analysis. We want citizens who think and act positively and constructively to relate to society as it is and as they hope it will be under ideal conditions. We want productive citizens who can contribute to the material growth of the group. We want citizens who are self-sufficient and who can through their productivity enrich their lives and those of their fellow citizens.

11. We want our children to live the fullest lives possible. The basic restriction to this fullness and success should be the limitations of the child himself. We want each child to grow in every way possible, exploiting every capability which contributes to his well-being and to the well-being of the community.

12. We live in a complex scientific age. Our children will live as adults in an even more complex and scientific age. We want them to be objective about their world. We want them to observe their world lucidly and then through logical analysis and evaluation to reach valid and reliable conclusions. We want our children to have questioning intellects which will help them to analyse their problems logically and make judgements which are in keeping with the reality of the data at hand. We want them to be keen observers of their universe so that the data with which they are working is to be both comprehensive and valid.

13. The schools of America have sidestepped spiritual and religious teachings in their curricula. Spiritual and religious values are not necessarily the dogma of any specific religious creed. Our children need these values. Because we have grown secure in the belief that church and state are separate entities in America we can become more liberal in our views toward the teaching of moral and religious principles in our schools. We want our children to learn the customs of our group and we want them to know our values which are in great part customs contributing to the growth of the group.

14. We want our children to be able to think. We want them to think independently and we want them to think fearlessly. We want our children to think logically. We want them to reach sound conclusions and we want them to stand by their conclusions with strength. We want our children to be able to think rationally about all things. We must teach children how to think through the content which the school and the home provide.

15. Each decade provides more leisure time for the people of America. We must give to our children healthy avenues for the use of this leisure time and for the expenditure of their energies which will make a contribution to the growth of the individual and of the national community. We must teach our children how to deal with modern amusements such as television. We must teach them how to use them to their advantage and to enrich their lives rather than to restrict their lives. We want our children to enjoy the amusement aspects of modern technology in a balanced fashion.

16. Our national community will survive only if we have healthfully self-expressive citizens. Healthful self-expression is expression which does not interfere with the rights and freedom of others. When it does interfere it becomes unhealthy both for the individual and the group. We want our children to be self-expressive but we want them to be so in proper relation to the mores and needs of the culture. These objectives are the reflections of the needs of the members of the community who strive to be successful. The objectives cannot be achieved by children in the elementary school. They can be initiated and fostered by the elementary school and can be met in part by the elementary school child.

The elementary school of the future

Elementary education is the result of an evolutionary process and so should be its course toward the future and the ideal. The education of the young has been criticized through the history of civilization. The most recent surge of criticism can be roughly traced back to the days of World War I when industry and the military found inadequacies in the product which they received from the schools and colleges. Many noted that education, prior to the war, was turned toward teaching 'culture' through a method which spent much time in emphasizing the disciplinary values of studying the classics. The educational system seemed to have produced many individuals who were unable to deal with the dynamic challenges of a new era.

The public wanted its schools to change. Many schools resisted the subsequent public pressure and taught as they had always taught. These schools were soon labelled "constructive." A second group of schools yielded to public pressure and broke away from the conservatives. They espoused the teaching theories of John Dewey and were labelled "progressive." The progressive schools emphasized a type of teaching which was related almost exclusively to children's interests. The progressives made school and learning seem like fun. Children approached learning through 'units of interest' in which socialization and self-expression were stressed. These conflicting schools of thought existed side by side during the period between the two World Wars.

Progressive Education (Characteristics)

Freedom, independent thinking, initiative, self-reliance, interests, urges and needs, social orientation, social organization and shared experience, problem solving activity, individuality, self-expression, purposeful learning, connection with normal life outside of school.

Traditional Education (*Characteristics*)

Freedom as social privilege; freedom as an outcome, not as a means of education; discipline as needed in life; learning as a realization, not as creation; initiative as self-disciplining activity; interests as a part of law and order in the university; intellectual development; learning for future use; gap between life and the outside world.

Parents were gradually becoming aware of the dissimilarity in theory and practice of the two groups at the outbreak of World War II. The War made re-evaluation of education a necessity. The products of both types of schools exhibited weakness in certain areas of development. The progressive school produced students who had intellectual curiosity and imagination but who lacked the necessary habit patterns and academic skills to be effective. The conservative schools produced students who were well grounded in the academic areas and in the mechanics of the culture but who lacked the imaginative intellect and adequate freedom of personality to cope with new problems effectively.

Public opinion demands that the schools become a true bulwark for democracy. The urgency of the situation demands that the schools overcome their philosophic obstacles and begin to function at such a level wherein the children of the community will be best educated to meet the needs of a somewhat unstable and very challenging atomic age.

Health Services

Children will be taught good health habits and attitudes when a record will be kept of examination plus a record of the treatment each child receives for any physical anomaly which may be present. The school nurse will also keep a list of absences because of illness for each child. She will also keep a developmental record for each child and will make periodic checks on each child's general health, how he looks, how he eats, his posture and general expenditure of energy. Visual, auditory and dental examinations will be made periodically on each child by specialists in those areas. Children will be taught good health habits and attitudes. They will be given a broad informational approach toward fostering their own good health and the good health of others. Their daily activities will be organized with good health and good physical development in mind. Their outdoor activities will be aimed at healthy exercise coupled with the formation of an interest in outdoor activities which will be maintained throughout life.

Preschool and Kindergarten

The kindergarten was borrowed from Germany. In 1873, St. Louis opened the first public school kindergarten in America. It has become an accepted part of the public school system and will in the future be a part of every public elementary school. Its prime objective is the socialization of the child within the framework of a

school situation. Such socialization helps children to become acquainted with each other and with the restrictions of school life during the year prior to the time when it has been done in the past. Such growth allows them to spend more time with the more academic activities of the first grade and helps them to achieve a real readiness for the activities and work of learning to read.

The most basic change in the kindergarten of the future will be the gradual movement of many of the first grade skills, activities and requirements to the kindergarten level. In the elementary school of the future the kindergarten will not be considered as a place to play and to develop readiness for the first grade. It will become the real starting point of the elementary school with both social and academic objectives and requirements to be met before entry into the first grade.

There has been a tremendous growth of nursery schools during and since World War II. The growth was in great part the result of the way of life made necessary by the war. Children were sent to nursery schools in most part to free the mothers to work more closely with the national emergency. The growth of the nursery school movement has now reached its peak.

Nursery schools and nursery school enrolment will soon begin to decline. They will be non-existent in the future because they will not be needed from the point of view of saving mother's time and because they are not contributing to the all-round development of the child as it had been supposed earlier.

Modern research has pointed up the values of spending the third and fourth years of life at home with mother and a few playmates. This evidence indicates that nursery school is valuable only to a very small minority of children. As this evidence becomes universally accepted and as the need for freeing mothers becomes less urgent, the nursery school movement will diminish gradually until only a few will exist for those children for whom it will meet more needs than will life at home.

Teacher

The teacher is one of the most important single factors in education. Teachers must have well-balanced personalities and must be highly interested in children and their well-fare. They must be well trained for their positions which are among the most responsible in the community.

The training of the teacher has been a difficult task. There exists a conflict in the emphasis of 'content' versus 'method' type of learning and teaching. The teachers knew much more about methods of teaching and about childhood growth and development but they were lacking a basic knowledge of their subject matter which, in many instances, was the same as lacking a real knowledge of the culture.

The teacher training of the future must combine both objectives. It must provide a rich cultural background for each teacher and it must also provide courses in methods of teaching, analysis of childhood growth and development and a good orientation in educational philosophy. The achievements of these goals can occur only by improving the teaching techniques and curricula of the teacher training schools and by making the course of five years duration instead of four. The teachers' colleges gradually are moving in this direction and constantly are re-evaluating their

programs in light of future needs.

Another basic change in the training program will be the new method of recruiting prospective teachers by the teachers' colleges. More emphases will be placed on the intellectual capacities of prospective teachers and upon the personality make-up of the future teacher as it relates to the teaching of children. These changes will tend to give the elementary school teacher of the future greater status in the community and will tend, through the improvement of education, to justify larger salaries on the part of elementary school teachers. Both of these facts will help in the recruiting of young men to teach in the elementary school. This has been a long sought goal which will be slowly but consistently met.

The ideal teacher of the future will be willing to cooperate and to share his knowledge and experience with parents and fellow teachers. He or she will be dealt with democratically by supervisors and administrators and his opinion will be sought before policy changes are made. He will be given assignments in many areas where he can use his training and experience in improving the schools. His status in the community will increase significantly in the future. The ideal teacher of the future will maintain the proper balance between the needs of the individuals and of the group. His techniques and his objectives will be fitted to the developmental level of the children. He will provide for many types of learning and through various methods of evaluation will see that definite and adequate learning is taking place.

One of the most important and one of the most basic achievements of the school of the future will be a profound change in the actual running of the classroom by the teacher. This change is already in progress and in some instances has been achieved at a level which can be considered the ideal. As the new child-centered philosophy of education becomes better clarified and as teachers are better able to assimilate the implications of that philosophy, they will gradually take more of the steps which are indicated toward making their classrooms happy places in which each child can grow and learn to the best of his ability.

The following description points up some of the highlights of the classroom atmosphere in the elementary school of the future. The classroom activities are organized to serve both the needs and interests of the children. The classroom atmosphere is tuned to the development of academic skills and understandings and at the same time toward the development of desirable attitudes. As a result members of the group will feel responsible to the group. The growth will be toward self-discipline and responsibility. Allowance will be made for different ways of reacting and for different rates of growing and learning. These allowances will be made by both teacher and pupils.

As children show that they are ready, new learning experiences will be presented to them. They will be given new learning materials and research techniques as they become ready. They will be taught how to study, how to plan, and how to evaluate their own learning. The children will be taught to accept each other in a free but educational atmosphere. The classroom will be a happy and healthy place where a group is at work. The academic objectives of the group will not be slighted. The group will spend much of its time mastering the techniques of reading, writing and mathematics in an atmosphere which is honest and unthreatening.

Children will in the future spend the entire day with their classroom teacher. They will include lunch periods and recess time. Because of the great strain on the teacher and because this does not provide time for adequate planning, teachers will be relieved for a period each day by teachers of special subjects such as art, choral speaking, dancing, dramatics, handicrafts and music.

These periods will give teachers an opportunity each school day to plan and relax away from the children. It will also give children new environments and people to which they can learn to adjust.

Teachers' meetings will be held weekly. Classes will be excused early one afternoon per week and teachers will meet with the principal. He will be the moderator and executive planner of the meetings. The meetings will have the following objectives:

1. *To improve the daily function of the school organization.* This will include group planning of daily schedules. It will concern itself with the organization of those details of school life which interfere with the smoothness of its function. This function of the meetings will enable the school personnel to function as an efficient united whole.

2. To provide in-service training for teachers. It will consist of discussions by various faculty committees, the principal, educators and professors in the nearby colleges.

School Grounds. Grounds and Buildings

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

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

Schools of the past have been built for a long term amortization in terms of use. The modern school building is built for function and pleasure of use. It is to be used by children during the school day, by their parents at night, and by the community during times when the children are not there. Such use tends to cut down the period of amortization and will in the future cut down on the number of schools which are

obsolete and unfunctional. The construction of the school of the future will be sturdy but inexpensive. The school of the future will be constructed from a basic steel and concrete block plan. Brick work will be veneer only. The concrete block inner walls will be covered with a light coat of coloured cement.

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

All-Purpose Room

The school will have a large 30x30 feet all-purpose room. It will contain a piano and will be put at the disposal of all groups on a request basis for those activities which cannot be comfortably carried out in the classroom. This room will also serve as a room for inter-group get-togethers, such as discussions, sings, planning sessions and assemblies. It will also house small parent meetings and community activities which do not require all of the space provided by the gymnasium-auditorium room. In many ways this room will be one of the most useful and satisfying in the school in terms of use by pupils, teachers and parents.

Art Room

The art room will be much less attractive to the adult eye than it is at present.

It will be a functional room with running water and much storage space for smocks and materials. The materials will vary a great deal. They will include paper, paste, crayons, clay, paints and finger paints. The room will have much display space. The general theme of the room will be informality with many artistic materials constantly ready for children to use.

Auditorium and Gymnasium

The auditorium and gymnasium rooms will be the same room at the elementary school level. The high school will have separate rooms for auditorium and gymnasium with permanent fixtures in each as dictated by the needs of the school and the community.

The auditorium and gymnasium will be interchangeable in the elementary school. Along one wall there will be a large stage with curtains. The floor of the room will be tiled. The patterns of the tiles will form outlines for various children's games. Chains will be movable and there will be adequate storage space for materials along the sides of the room.

Basketball baskets will be on rollers and will be stored at the side of the room when not in use.

Bathrooms

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

Cafeteria

The cafeteria will be a large, light and attractive room separated by a pantry,

where the dishes will be stored from an efficient and hygienic kitchen. It will be tastefully decorated and each plastic topped table will seat about eight children. The walls of the cafeteria will be painted attractively **or** will be covered with murals. There will be enough room for each child to eat comfortably, to be supervised properly, and not be rushed.

Internal Arrangement. The Classroom

Classrooms will be large square rooms with windows on at least two sides and in the most ideal situation, three sides. The classroom will be bright and airy. One wall will be utilized as blackboard and bulletin board space. Each classroom will contain a library corner and a collection corner to which children can go for information, to share their displays or to chat informally. The arrangement of their furniture will be different for the various grade levels, as will be the placement of learning materials and equipment. The teacher's desk and its placement will be in a secondary position relative to the general arrangement of the children's desks and the teaching equipment.

Color

The school interior will be painted in non-glossy pastel colors. The classrooms will vary in color. The colors will be chosen relative to ease of vision and beauty. The paint will be washable. The door and window trim will be of a complementary color to the walls, as will be the tiled floors.

Conference Room

The conference rooms will be multi-purposed and comfortable. They will contain a table for individual work and will be furnished with comfortable living room type decor and furnishings. There will be one conference room to every four teachers on the staff. These rooms will be used for teacher-pupil conferences, teacher-teacher conferences, parent-teacher conferences and will be used occasionally for individual pupil-teacher work and for small pupil planning and research groups.

Draperies

Most of the classrooms will be equipped with translucent plastic fire-proof draperies. They will add color and warmth to the classroom yet will not impede the entry of light into the room.

Drinking Fountains

The height of the drinking fountains will vary with their location in the building and the groups using them.

There will be one indoor drinking fountain for each forty students. There will be at least two outdoor drinking fountains on the play area.

Furniture

The trend of furniture is toward function and informality. The furniture will be of combination steel and wood construction suited to many uses. It will be light yet sturdy and, above all, movable.

Furniture will be adjustable to the size of the children. Furniture will have rounded edges and will be easily stored.

Chairs and tables will be used in grades one, two and three arranged in groups about the room. Desks will be used in grades four and five and will also be arranged in groups. Grade six will arrange its desks in more formal fashion when they are not arranged for group activity. Furniture will be of such a nature that it can be telescoped when not needed, that is tables which fit under one another and stored on top of one another. Cots for resting will be of aluminium and canvas construction. They will be light and sturdy yet easily stacked on top of one another.

Illumination

The illumination of the school of the future will be a combination of natural light and indirect fluorescent lighting. The fluorescent lights will contain daylight type tubes and the blue-white type tubes will be eliminated.

Walls will be pastel coloured. This will tend to soften the light and will tend to cut down on visual fatigue.

Infirmary

The infirmary will be a centrally located, friendly room. It will be the headquarters of the school nurse. The nurse will inspect age 5,6 and 7 year old children daily. All other children will be required to see the nurse before returning to class after an absence. There will be two or more cots in the infirmary and there will be ample space for the periodic physical examinations made by the school physician. Here will be kept the files on the children's health history. This room will have a small waiting alcove and will have an adjoining bathroom.

Library

The elementary school library is becoming gradually a place where periodicals and reference books are to be found. Other books are being incorporated gradually into classroom libraries excepting in very large schools.

The school of the future will place great emphases on the classroom library. Such books will be close at hand and their choice can be guided by the classroom teacher who knows each child's reading level. There will be a rotation system for the books which, in most cases, will be administrated by the librarian. Taking out classroom books for reading will become more informal than the usual library procedure. The school reference works and periodicals will be placed in the school library with the usual reference restrictions placed upon them. The trend will be away from the large formal library to a smaller, less expensive and more functional library.

The money saved in building and equipping the large library will be invested in more books for each classroom library. Acquisitions will be made on the basis of read-ability and interest level suited to that particular class age group.

One portion of the library of the future will be turned over to a compilation of reading materials and reference things. Another function of the library will be the circulation of professional books and professional educational journals for the teachers' use.

Music Room

The music room will be large and versatile. It will contain a piano, record

player, music stands and a great deal of storage space for records, instruments and music. The walls will be covered by heavy fireproof curtains and the floor will have a heavy fireproof rug to improve the acoustics. There will be adequate space for rhythmic activities and dancing. The room will be large enough to accommodate vocal and instrumental groups at an instructional level. Performances will be given in the all-purpose room or in the auditorium.

Offices

School will have at least three definite offices or office areas. The first office will be that of the receptionist or school secretary. It will house the telephone switchboard and will house all of the office materials, such as duplicating devices, extra type-writers, school stationery and financial materials. The second office will be that of the principal. In it will be a desk for his secretary, his desk, and filing cabinets containing records for all the students in the school.

Adjacent to the principal's office will be a private conference room furnished as a living room, containing a conference table, no desk, and a number of comfortable chairs. This room will be the only room in the school, other than conference rooms, faculty rest rooms, and the music room, which has a rug. All other rooms will be covered with tiles.

Орієнтовний перелік питань для самоконтролю

1. From the history of education
2. Early Greek education
3. Education of roman youth
4. Erasmus, the great Dutch humanist
5. John Amos Comenius
6. Francois Rabelais
7. Jean Jacques Rousseau
8. Johann Heinrich Pestalozzi
9. Konstantin Ushinsky
10. The system of education
11. Preschool establishments
12. The system of evening and correspondence school
13. Enrolment and the school day
14. The school and the family
15. Basic tasks of elementary education
16. Children theatre
17. Teacher
18. Pedagogical universities
19. The school of the future
20. Objectives
21. The elementary school of the future
22. Teachers
23. Requirements
24. School grounds

Перелік рекомендованих джерел

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11. <http://www.english-grammar.com.ua>
12. http://www.bbc.co.uk/ukrainian/learning_english

Навчально-методичне видання

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