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Кафедра иностранных языков

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**АНГЛИЙСКИЙ ЯЗЫК: Сравнительная педагогика
Для студентов направления 050400.62 «Психолого-педагогическое
образование».**

Учебное пособие

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Английский язык.
Сравнительная педагогика

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*Английский язык: Сравнительная педагогика: учебное пособие
по английскому языку для студентов направления 050400.62*

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Учебное пособие по учебной дисциплине «Иностранный язык:английский» цикла ГСЭ ФГОС предназначено для студентов дневной формы обучения по направлению 050400.62 «Психолого-педагогическое образование».

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**ПОЯСНИТЕЛЬНАЯ ЗАПИСКА
К УЧЕБНОМУ ПОСОБИЮ**

Цель и содержание учебного пособия

Данное учебное пособие предназначено для студентов и аспирантов, обучающихся по направлению 050706 Педагогика и психология. Оно составлено в соответствии с требованиями государственного образовательного стандарта высшего профессионального образования.

Цель учебного пособия – помочь студентам в процессе аудиторной и самостоятельной работы овладеть навыками чтения и перевода. Приобретенные знания, умения и навыки должны обеспечить будущему специалисту возможность использовать в своей работе специальную литературу на английском языке, т.е. умение самостоятельно читать и переводить английские тексты по психолого-педагогической те-

матике, отбирать полезную для работы информацию, а также приобрести умение доступно излагать свою мысль на английском языке при общении с иностранными коллегами.

В учебном пособии представлены оригинальные неадаптированные тексты по психолого-педагогической тематике из различных периодических, учебных и методических английских изданий. Их тематика разнообразна: понятие педагогики как науки, процесс, цели и методы обучения, история и философия образования, сравнительная педагогика, индивидуальное и дистанционное обучение и др.

Учебное пособие имеет четкую структуру и состоит из 15 уроков, каждый из которых содержит текст по специальности и дополнительный текст, содержащий в себе информацию о выдающихся деятелях в области педагогики и психологии. Каждый текст в конце имеет практические упражнения, направленные на закрепление полученных в ходе занятий знаний.

Выбор материала обучения и формы работы над ним определяется содержанием учебных планов в зависимости от специализации обучаемых.

Для развития навыков практического владения английским языком в учебном процессе могут быть использованы различные приемы самостоятельной и аудиторной работы над учебным материалом:

- 1) чтение и перевод учебных текстов;
- 2) чтение учебного материала без словаря с охватом об-

щего содержания прочитанного;

3) составление словаря специальной лексики;

4) выполнение устных и письменных упражнений в конце каждой из изучаемых тем.

Предлагаемые тексты могут быть использованы как самостоятельные задания внеаудиторных и аудиторных контрольных работ, экзаменов и зачетов, а также в качестве материала для дополнительного чтения студентов с выборочным переводом текста.

LESSON 1

PEDAGOGY AS A SCIENCE

TEXT A

1. *Read and translate the text.*

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through

apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

The role of a teacher is generally a very varied one. It does not only require a good knowledge of the subjects you teach. Teachers must also have the ability to communicate, inspire trust and confidence, and motivate students. An understanding of the students' emotional and educational needs in respect to their individual background and cultural heritage is also very important. A teacher will also benefit from being organized, dependable, patient and creative.

The day of a teacher can look very different, depending on where you end up teaching, and which age groups. Different schools organize their teaching differently, and public schools in

poor areas usually have more problems with a low motivation of the students, and run down facilities with large classes. Such circumstances can make teaching much more challenging and stressful, than it may be in a smaller private school where students are admitted selectively and classes are smaller.

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behavior. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students achieve success, the teacher shares their joy.

Vocabulary:

refer to – относиться к

harbor – исходить

apprenticeship – учение

warfare – война

inspire – вдохновлять

goal – цель

invent – изобретать

performance – представление

confidence – доверие

benefit – извлекать пользу

correlation – соотношение

drought – засуха

bound – ограничить

vary – отличаться

challenging – сомнительный

thought – мысль

shelter – убежище

admit – принимать

heritage – наследие

dependable – зависимый

2. *Give English equivalents:*

Школа мысли, знаки, общество, ответственность, требовательный, система письма, иметь дело с, возможность, вдохновлять, требовать, принимать, удовлетворение, регулировать, бедные районы, зависимый, по-разному, получать удовлетворение.

3. *Translate these expressions:*

Milestone, system of numbering, selectively, to achieve success, prehistoric times, to run down, rewards, frustrating, enabled man, promoting learning, meaning of life, critical pedagogy, to involve, environment, customs, apprenticeship, warfare, gestures.

4. *Answer the questions:*

1. What kind of job is teaching?
2. How did people learn about the meaning of life?
3. What was the first major milestone in the history of education?
4. What do the rituals usually involve?
5. What does the term “pedagogy” mean?

6. What does the role of a teacher require?

7. How do different schools organize their teaching?

5. *Translate into English:*

1. Обучение приносит много наград и удовольствий.

2. Учителя должны иметь способность общаться, вызывать доверие и уверенность и мотивировать учащихся.

3. Раньше у людей не было системы письма и чисел.

4. Ритуалы проводились в периоды войн, засухи или смерти.

5. Изобретение разговорного языка позволило человеку общаться более точно.

6. Так как общество становится все более сложным, учителя берут на себя больше ответственности за воспитание молодежи.

7. В доисторические времена учащиеся обучались путем подражания и обучения.

TEXT B

6. *Read and translate the text.*

Aristotle (384 BC – 322 BC) was a Greek philosopher, a student of Plato and teacher of Alexander the Great. Aristotle is one of the most important founding figures in Western philosophy. Aristotle's writings were the first to create a comprehensive system of Western philosophy,

encompassing morality and aesthetics, logic and science, politics and metaphysics.

Aristotle was an academic throughout his career. At the age of 18 he entered one of the most renowned centres of learning of his day, Plato's Academy, where he became noted for the passion with which he devoted himself to his studies, particularly to reading, a trait which won him the nickname of 'reader'. Then he built up the first great library which served as a model for the libraries of Alexandria and Pergamon. In 334 Aristotle returned to Athens and established his own school, the Lyceum. It was a type of university where research was pursued as an extension of higher education.

For Aristotle the goal of education is identical with the goal of man. Obviously all forms of education are explicitly or implicitly directed towards a human ideal. But Aristotle considers that education is essential for the complete self-realization of man. The supreme good to which all aspire is happiness. But for Aristotle the happy man is neither a noble savage, nor man in his natural state, but the educated man.

General understanding:

1. Who was Aristotle?
2. What was his goal of education?
3. Who was the happy man, according to Aristotle?
4. What was Lyceum like?

5. How did his ideas influence on Western philosophy?

LESSON 2

THE PROCESS OF TEACHING

TEXT A

1. *Read and translate the text.*

A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves

move than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign alternate activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

Конец ознакомительного фрагмента.

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