

II. Group Games in Early Education. Грамматический раздел: модальные глаголы (Modal Verbs)

Урок 1

1. Прочитайте следующие слова и ознакомьтесь с их переводом на русский язык:

nature [ˈneɪtʃə] — природа, сущность
knowledge [ˈnɒlɪdʒ] — знание
to develop [diˈveləp] — развивать
source [sɔːs] — источник
sense [sens] — чувство
experience [ɪksˈpiəriəns] — опыт
study [ˈstʌdi] — изучение, исследование
to find out [faɪnd aʊt] — узнавать, выяснять, понимать
relationship [riˈleɪʃənʃɪp] — отношение, взаимосвязь
same [seɪm] — тот же самый, одинаковый
different [ˈdɪfrənt] — различный, другой, не такой
to exist [ɪgˈzɪst] — существовать
environment [ɪnˈvaɪənmənt] — окружающая среда
interaction [ˌɪntərˈækʃən] — взаимодействие
framework [ˈfreɪmwɜːk] — каркас, рамки, структура

2. Прочитайте следующие интернациональные слова и догадайтесь об их значениях:

theory, physical, objects, materially, mentally, reality, person, construct, situation, result, creation, organize

3. Назовите суффикс, с помощью которого следующие существительные образованы от глаголов. Поясните значение данных слов, учитывая, какими частями речи они являются:

to educate — education
to express — expression
to observe — observation
to convince — conviction
to distinct — distinction
to demonstrate — demonstration
to interact — interaction
to act — action

4. Прочитайте текст и выберите суждения, соответствующие его содержанию:

PIAGET'S THEORY
(by Kamii C., DeVries R.)

Many theories or philosophies, such as those of Socrates, St. Augustine, Rousseau, and Dewey, have influenced education. 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. They further argued that the individual at birth is like a clean slate on which experiences are "written" as he grows up.

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 because it enables us to know with certainty many truths which sensory observation can never ascertain.

Piaget saw the elements of truth and untruth in both camps. As a scientist trained in biology, he was convinced that the only way to resolve epistemological problems was to study them scientifically and decided that the best way to study the nature of empirical knowledge and reason in man was to study the development of knowledge in children.

Piaget 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 source of physical knowledge is mainly in objects. 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 "different" exists neither in the red bead nor in the green one, nor anywhere else in external reality. This relationship exists in the head of the person who puts the objects into relationship, and if she 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.

The same beads can be also considered "the same". In this case, the sameness exists neither in one bead nor in the other, but in the head of the person who puts the objects into this relationship. A third example of a relationship created by the child is "two". Logico-mathematical knowledge is constructed by coordinating these relationships that have their origins in the mental actions of the child.

Piaget's theory can be called interactionist because, according to him, knowledge comes not directly from the environment as claimed by empiricists but, rather, through the interaction between the objects in the environment and the knowledge that the subject brings to the situation.

His theory can also be called constructivist. By demonstrating that each child constructs the basic framework of knowledge in interaction with the environment, he proved that reason is not innate* in man but the result of his creation. The better these frameworks are structured, the more accurate and elaborate the information is that a person can get from reality. More

accurate, elaborate and well organized information in turn constitutes better structured logico-mathematical frameworks.

- * reason — разум, рассудок, соображение; *здесь* — знание
innate — врожденный, природный

(from *Group Games in Early Education. Implications of Piaget's Theory*. National Association for the Education of Young Children, Washington D.C., 1996)

1. Education was influenced by
 - a) Physics
 - b) Physiology
 - c) Biology
 - d) Chemistry
2. Psychology helps to understand
 - a) nature
 - b) biology
 - c) intellect
 - d) philosophy
3. Epistemology is a part of
 - a) philosophy
 - b) psychology
 - c) biology
 - d) knowledge
4. Empiricists claim that
 - a) people learn through experience
 - b) people "write" their experience on slates
 - c) the origin of knowledge is in the brain
 - d) knowledge is internalized by reason
5. Rationalists assume that
 - a) sensory experience is not important
 - b) sensory experience enables us to learn the truth
 - c) sensory experience is less powerful than reason
 - d) empiricists are absolutely wrong
6. Piaget believed that
 - a) empiricists were right
 - b) rationalists were right
 - c) both empiricists and rationalists were right
 - d) both empiricists and rationalists were wrong

7. According to Piaget,
 - a) physical and logico-mathematical knowledge have the same source
 - b) the source of physical knowledge is in the child
 - c) the source of logico-mathematical knowledge is in the objects
 - d) the source of physical knowledge is mainly in objects

4. Ответьте на вопросы:

1. What is this text about?
2. What does Piaget's theory help us to understand?
3. What is epistemology?
4. What is the difference between empiricists and rationalists?
5. How does the child get physical knowledge?
6. If the child compares two objects and considers their difference and their sameness what kind of knowledge does he construct?
7. What actions are the most important in creating logico-mathematical knowledge?
8. Why is it important for a teacher to select and structure the information that a person can get from reality?