

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ
БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ
УНИВЕРСИТЕТ»

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SOCIO-EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

Учебно-методическое пособие для вузов

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебно-методическое пособие «Socio-Emotional Development in Early Childhood» предназначено для самостоятельной работы студентов первого и второго курса Воронежского госуниверситета дневной формы обучения, обучающихся по следующим направлениям: психология, психолого-педагогическое образование.

Целью данной работы является развитие у студентов необходимого уровня профессиональной коммуникативной компетенции для решения социально-коммуникативных задач в областях профессиональной и научной деятельности. Пособие также призвано обеспечить развитие информационной культуры, расширение кругозора и повышение общей культуры студентов, воспитание уважения к духовным ценностям разных стран и народов.

Пособие состоит из 5 разделов, обзорных тестов и списка литературы. Для каждого раздела определены: тематика учебного общения, проблемы для обсуждения и типичные ситуации для всех видов устного и письменного речевого общения. В центре каждого раздела - текст, в ходе работы с которым отрабатываются рецептивные и продуктивные виды речевой деятельности. Тексты, являющиеся основой каждого раздела, аутентичны и актуальны для начального этапа профессионального общения. Пособие содержит большое разнообразие заданий, стимулирующих самостоятельную работу студентов.

В завершающую часть работы в рамках каждого урока входят пересказ основных положений текста, обсуждение ключевых моментов темы урока, написание эссе в рамках пройденной темы. Все упражнения рассчитаны на формирование умений и навыков, необходимых для осуществления различных видов речевой деятельности, а также на развитие письменной коммуникации.

На каждый раздел рекомендуется отводить 4 - 6 академических часов, хотя в зависимости от уровня подготовленности студентов программа может меняться.

Авторы надеются, что данное пособие будет соответствовать принципам коммуникативной направленности, культурной и педагогической целесообразности, интегративности и одновременно автономии студентов в процессе овладения иностранным языком, а также позволит студентам соответствовать уровню выпускных требований по дисциплине «Иностранный язык» с учетом специфики вуза и потребностей студентов.

incongruity
practitioner
movement

curiosity
description

adjustment
transaction

Exercise 2. Read the following adjectives and give their equivalents in Russian:

cognitive
multidimensional
solitary
associative
pretense/symbolic
essential

therapeutic
onlooker
cooperative
unoccupied
contemporary
elaborate

parallel
sensorimotor
practice
constructive
frequent
incongruous

Exercise 3. Match the adjectives given above with the nouns from Ex. 1. Make as many phrases as possible

Exercise 4. Read the following verbs and give their equivalents in Russian:

to engage in
to provide
to describe
to practice
to transform
to participate

to experience
to cope with
to work of
to substitute
to shift

to emphasize
to examine
to combine
to lend
to pretend

Exercise 5. Match the verbs given above to phrases from Ex. 3

READING

1. Read the Text. Match the headings with the following paragraphs and put them in right order:

- 1) Types of Play.
- 2) Play's Functions.
- 3) Parten's Classic Study of Play.

2. Fill in the gaps in the text with the words from the boxes.

TEXT 1

Part 1

Practice , essential, peers, practice, adjustment, imaginary , cognitive, provides, substitutes, novelty, crucial, work off, curiosity

Play is _____ to the young child's health. As today's children move into the twenty first century and continue to experience pressure in their lives, play becomes even more _____. Play increases affiliation with _____, release tension, advances cognitive development, increases exploration, and provides a

safe haven in which to engage in potentially dangerous behavior. Play increases the probability that children will converse and interact with each other. During the interaction, children _____ the roles they will assume later in life.

For Freud and Erickson, play was an especially useful form of human _____, helping the child master anxieties and conflicts. Because tensions are relieved in play, the child can cope with life's problem. Play permits the child to _____ excess physical energy and to release pent-up tensions. *Play therapy* allows the child to work off frustration and is a medium through which the therapist can analyze the child's conflicts and ways of coping with them. Children may feel less threatened and be more likely to express their true feelings in the context of play.

Piaget (1962) saw play as a medium that advances children cognitive development. At the same time, he said that children's _____ development constrains the way they play. Play permits children to practice their competencies and acquired skills in a relaxed, pleasurable way. Piaget believed that cognitive structures need to be exercised, and play _____ the perfect setting for his exercise. For example, children who have just learned to add or multiply begin to play with numbers in different ways as they perfect these organizations, laughing as they do so.

Vygotsky (1962) also believed that play is an excellent setting for cognitive development. He was especially interested in the symbolic and make-believe aspects of play, as when a child _____ a stick for a horse and rides the stick if it were a horse. For young children, the _____ situation is real. Parents should encourage such imaginary play, because it advances the child's cognitive development, especially creative thought.

Daniel Berlyne (1960) described play as being exciting and pleasurable in itself because it satisfies the exploratory drive each of us possesses. This drive involves _____ and a desire for information about something new or unusual. Play is a means whereby children can safely explore and seek out new information something they might not otherwise do. Play encourages this exploratory behavior by offering children the possibilities of _____, complexity, uncertainty, surprise, and incongruity.

Part 2

Frequent, engage, play, lending, elaborate

Many years ago, Mildren Parten (1932) developed an _____ classification of children's _____. Based on observations of children in free play at nursery school, Parten arrived at these play categories:

Unoccupied play. In most nursery schools, unoccupied play is less _____ than other forms of play.

Solitary play. The child seems engrossed in the activity and does not care much about anything else that is happening. Two- and 3-year old engage more frequently in solitary play than older preschoolers do.

Onlooker play. The child may talk with other children and ask questions but does not enter into the play behavior. The child's active interest in other children's play distinguishes onlooker play from unoccupied play.

Parallel play. The older children are, the less frequently they _____ in this type of play, although even older preschool children engage in parallel play quite often.

Associative play. In this type of play children seem to be more interested in each other than in the tasks they are performing. Borrowing or _____ toys and following or leading one another in line are examples of associative play.

Cooperative play. Children's formal games, competition aimed at winning, and groups formed by the teacher for doing things together are examples of cooperative play. Cooperative play is the prototype for the games of middle childhood. Little cooperative play is seen in the preschool years.

Part 3

Involved, exploration, incongruities, pretend, exploration, challenge, to transform, contemporary, practitioners, constructive, to participate, transactions, emphasize, fantasy, engage, multidimensional, substituting, movement, description, incongruous, coordinated, researchers, shift, combines, popularity.

Parten's categories represent one way of thinking about different types of play. However, today researchers and _____ who are _____ with children's play believe other types of play are important in children's development. Whereas Parten's categories _____ the role of play in the child's social world, the _____ perspective on play emphasizes both the cognitive and social aspects of play. Among the most widely studied types of children's play today are sensorimotor/practice play, pretense/ symbolic play, social play, constructive play and games. We consider each of these types of play in turn.

Sensorimotor play. The development of sensorimotor play follows Piaget's _____ of sensorimotor thought. Infants initially engage in exploratory and playful visual and motor _____ in the second quarter of the first year of life. By 9 months of age, infants begin to select novel objects for _____ and play, especially those that are responsive, such as toys that make noise or bounce. By 12 months of age, infants enjoy making things work and exploring cause and effect. At this point in development, children like toys that perform when they act on them.

In the second year, infants begin to understand the social meaning of objects, and their play reflects this awareness. And 2 year old may distinguish between exploratory play that is interesting but not humorous, and 'playful' play, which

has _____ and humorous dimensions. For example, a 2 year old might 'drink' from a shoe or call a dog a 'cow'. When 2 year olds find these deliberate _____ funny, they are beginning to show evidence of symbolic play and the ability to play with ideas.

Practice play. Sensorimotor play, which often involves practice play, is primarily confined to infancy, while practice play can be engaged in throughout life. During the preschool years, children often _____ in play that involves practicing various skills. Estimates indicate that practice play constitutes about one-third of the preschool child's play activities, but less than one-sixth of the elementary school child's play activities. Practice play contributes to the development of _____ motor skills needed for later game playing. While practice play declines in the elementary school years, practice play activities such as running, jumping, sliding, twirling, and throwing balls or other objects are frequently observed on the playgrounds at elementary schools. These activities appear similar to the earlier practice play of the preschool years, but practice play in the elementary school years differs from earlier practice play because much of it is ends rather than means related. That is, elementary school children often engage in practice play for the purpose of improving motor skills needed to compete in games of sports.

Pretense/symbolic play. Between the 9 and 30 month of age, children increase their use of objects in symbolic play. They learn _____ objects – _____ them for other objects and acting toward them as if they were these other objects. For example, a preschool child treats a table as if it is a car and says, "I'm fixing the car", as he grabs a leg of the table.

Many experts on play consider the preschool years the "golden age" of symbolic/pretense play that is dramatic or socidramatic in nature. This type of make-believe play often appears at about 18 month of age and reaches a peak at 4 to 5 years of age, then gradually declines. In the early elementary school years, children's interests often _____ to games. Catherine Garvey (1977) has spent many years observing young children's play. She indicates that three elements are found in almost all of the pretend play she has observed: props, plot, and roles. Children use objects as props in their pretend play. Children can _____ to drink from a real cup or from a seashell. They can even create a make-believe cup from thin air, if nothing else is available. Most pretend play also has a story line, though the plot may be quite simple. Pretend play themes often reflect what children see during their lives, as when they play family, school or doctor. _____ play can also take its theme from a story children have heard or a show they have seen. In pretend play, children try out many different roles. Some roles, like cowgirls or Superman, come from fantasy.

Social play. Parten's categories, which we described earlier, are oriented toward social play. Social play with peers increases dramatically during the preschool years. In addition to general social play with peers and group pretense

or sociodramatic play, another form of social play is rough-and-tumble play. The _____ patterns of rough-and-tumble play are often similar to those of hostile behavior (running, chasing, wrestling, jumping, falling, hitting), but in rough-and-tumble play these behaviors are accompanied by signals such as laughter, exaggerated movement, and open rather than closed hands that indicate that this is play (Bateson, 1956).

Constructive play _____ sensorimotor/practice repetitive activity with symbolic representation of ideas. Constructive play increases in the preschool years as symbolic play increases and sensorimotor play decreases. In the preschool years, some practice play is replaced by constructive play. For example, instead of moving their fingers around and around in finger paint (practice play), children are more likely to draw the outline of a house or a person in the paint (constructive play). Some _____ have found that constructive play is the most common type of play during the preschool years. Constructive play is also a frequent form of play in the elementary school years, both in and out of the classroom. Constructive play is one of the few playlike activities allowed in work-centered classrooms. For example, having children create a play about a social studies topic involves constructive play. Whether such activities are considered play by children usually depends on whether they get to choose whether to do it (it is play) or whether the teacher imposes it (it is not play), and also whether it is enjoyable (it is play) or not (it is not play) (King, 1982).

Constructive play can also be used in the elementary school years to foster academic skill learning, thinking skills that include humor, encourage playing with ideas, and promote creativity (Bergin, 1988). Educators also often support the performance of plays, the writing of imaginative stories, the expression of artistic abilities, and the playful _____ of computers and other technological equipment. However distinctions between work and play frequently become blurred in the elementary school classroom.

Games. Preschool children may begin _____ in social game play that involves simple rules of reciprocity and turn taking, but games take on a much more salient role in the lives of elementary school children. In one investigation, the highest incidence of game playing occurred between 10 and 12 years of age (Eiferman, 1971). After age 12, games decline in _____, often being replaced by practice play, conversations and organized sports (Bergin, 1988). In the elementary years, games feature the meaningfulness of a challenge (Eiferman, 1971). This _____ is present if two or more children have the skills required to play and understand the rules of game. Among the types of games children engage in are steady or consonant games, such as tag, which are played consistently; recurrent or cyclical games, such as marbles or hopscotch, which seem to follow cycles of popularity and decline; sporadic games, which are rarely played; and onetime games, such as hula hoop contests, which rise to popularity once and then disappear.