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Данное пособие написано на основе методических принципов обучения английскому языку и рассчитано на совершенствование умения извлекать информацию из аутентичных текстов по социальной педагогике в процессе чтения, что позволяет будущим социальным педагогам активно использовать знание английского языка в профессиональной сфере деятельности.

Издание посвящено социально-культурной подготовке будущих социальных педагогов, предназначено для студентов, преподавателей, аспирантов высших учебных заведений, интересующихся проблемами социальной педагогики.

Учебное пособие отражает различные социально - культурные проблемы, такие как положение сирот, инвалидов, права детей, а также история развития и проблемы социальной педагогики в различных странах мира, а именно в Бангладеш, Пакистане, Швейцарии, Норвегии, Канаде, Дании, Аргентине, Испании, Бразилии, Заира, Италии, Великобритании, Израиля, Камбоджи, Шри Ланки, США, Финляндии и России.

Данные учебно-методические материалы предназначаются для студентов социальных факультетов и институтов. Включают материалы по обучению фонетике (стихи, песни, рифмовки, пословицы, поговорки, скороговорки), материалы по обучению устной речи (юмористические истории, анекдоты), для реферирования, пересказа-тематические тексты, материалы по обучению аудированию (учебные фильмы), материалы по обучению профессионально-ориентированному чтению со словарем (тексты по специальности), тесты для самоконтроля (словарные диктанты, перевод фраз, заполнение пропусков по текстам, стихотворений)

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## Обращение к читателю

Уважаемые студенты, вы выбрали благородную, очень важную и относительно молодую для нашего общества профессию - социального педагога. Институты социальной педагогики и социальной работы в России были введены в период демократических преобразований конца 80 – начала 90-х годов. Их введение было ответом на реальную действительность, когда потребовались специалисты, которые могли бы оказать помощь все увеличивающимся социально незащищенным слоям населения.

Успешное развитие и функционирование новой сферы профессиональной деятельности в обществе зависело от собственно практической деятельности специалистов, развития соответствующей отрасли научного знания и системы подготовки профессиональных кадров.

С тех пор эти сферы практической деятельности активно развиваются, развиваются и соответствующие области научного знания, ведется профессиональная подготовка специалистов социальной сферы. При обучении в вузе будущие социальные педагоги и социальные работники изучают учебную дисциплину - *социальную педагогику*.

В настоящее время по социальной педагогике написано довольно много учебников, учебных пособий и других методических материалов, в которых раскрывается сущность этой науки, ее предмет и объект исследования, ее понятийная система, технология работы социального педагога.

Но в многочисленных научно-методических работах слабо освещается опыт социально-педагогической деятельности за рубежом. И этому есть свои причины. Изолированность советского государства от «капиталистического мира» в течение 70 лет разрушили научные связи наших ученых с коллегами из многих стран, где в настоящее время накоплен значительный научный потенциал в области науки и практики социальной педагогики. Однако этот богатейший опыт является недоступным для наших ученых, тем более для студентов, осваивающих социальную педагогику, так как почти нет учебных книг, освещающих этот опыт. Одна из таких работ - книга «Актуальные проблемы социальной педагогики и социальной работы», в которой представлены учебные тексты германских преподавателей и экспертов по социальной работе и социальной педагогике, которая была издана в 2001 году в Москве. Но ввиду малого тиража она недоступна широкому кругу читателей.

Предлагаемое учебное пособие **«Социальная педагогика: опыт зарубежных стран»** Н.Н. Сергеевой, И.В.Волгиной позволяет в некоторой степени заполнить пробел в изучении опыта социальной педагогики в различных странах мира (Бангладеш, Пакистане, Швейцарии, Норвегии, Канаде, Дании, Аргентины, Испании, Бразилии, Народно-Демократической Республики Конго, Италии, Великобритании, Израиля, Камбоджи, Шри Ланки, США, Финляндии и США и др.).

Это, с одной стороны, обычная книга для чтения по английскому языку. Она рассчитана на совершенствование умений студентов читать, осмысливать прочитанный текст, извлекать

необходимую информацию для дальнейшей профессиональной деятельности.

С другой стороны, тексты, предлагаемые в учебном пособии, освещают различные стороны профессиональной деятельности социальных педагогов в странах мира (система социальной помощи, формы и методы работы социальной педагогики, проблема оказания социальной помощи в различных странах мира, дети и молодежь с ограниченными возможностями), научное осмысление социальной педагогики. Так как профессиональная деятельность социальных педагогов и социальных работников очень близка по функциональному назначению, пособие полезно и для студентов, осваивающих профессию социальная работа.

Пособие предназначено для студентов, оно может быть полезно преподавателям, аспирантам и соискателям, интересующимися проблемами социальной педагогики и социальной работы.

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профессор*



**Глава 1. Дети и молодежь различных стран мира с ограниченными возможностями**  
**PART 1**

**FIRST SEMESTER**

**Reading, translating, retelling.**

Study these rules:

**A**

- **Direct speech – Indirect speech**

<p><i>1. Present Simple – Past Simple</i>  <i>2. Present Continuous – Past Continuous</i>  <i>3. Present Perfect</i></p>		<p><i>Past Perfect</i></p>
<p><i>Past Simple</i></p>		
<p><i>4. Future – Future-in-the-Past</i></p>		

- **Indirect statement**

1. He **lives** in New York. – I thought that he **lived** in New York.
2. Mother **is sleeping**. – I knew that mother **was sleeping**.
3. He has returned from London. – I was told that he **had returned** from London.  
 He **bought** a new car. – I heard that he **had bought** a new car.
4. He **will send** us a letter. – I supposed that he **would send** us a letter:

<b>Direct speech</b>	<b>Indirect speech</b>
<b>today</b>	<b>that day</b>
<b>yesterday</b>	<b>the day before</b>
<b>tomorrow</b>	<b>the next day</b>
<b>...ago</b>	<b>...before</b>
<b>this...</b>	<b>that...</b>



<b>these...</b> <b>here...</b> <b>last year</b> <b>next...</b>	<b>those...</b> <b>there...</b> <b>the year before</b> <b>the following...</b>
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- **Turn the direct speech into indirect speech**

<b>Indirect commands</b>
Keep quiet! Don't make noise! – He told / asked me <b>to keep quiet and not to make noise.</b>

1. The teacher said to me: "Give this note to your parents, please."
2. Henry said to his sister: "Put the letter into an envelope and give it to Kate."
3. He said: "I have just received a letter from my uncle."
4. Michael said: "I spoke to Mr. Brown in the morning."
5. Tom said: "I have already had breakfast, so I am not hungry."
6. The woman said to her son: "We will discuss this subject tomorrow."
7. Our teacher said: "Thackeray's novels are very interesting."
8. "You speak English very well," said the woman to me.
9. He said to me: "They are staying at the Grand Europe hotel."
10. I said: "I was in London last year."

- **Indirect questions**

<b>Special questions</b>	He asked (me) He wanted to know
--------------------------	------------------------------------

	He wondered
<p>“What <b>are</b> you <b>doing</b>?”</p> <p>“Where <b>do</b> you <b>live</b>?”</p> <p>“What <b>is</b> Nick <b>doing</b>?”</p> <p>“What <b>have</b> you <b>prepared</b> for today?”</p> <p>“When <b>did</b> you <b>come</b> yesterday?”</p> <p>“When <b>will</b> your mother <b>come</b> home?”</p>	<p>What I <b>was doing</b>?</p> <p>Where I <b>lived</b>?</p> <p>What Nick <b>was doing</b>?</p> <p>What I <b>had prepared</b> for that day?</p> <p>When I <b>had come</b> home the day before yesterday?</p> <p>When my mother <b>would come</b> home?</p>
<b>General questions</b>	<p>He asked me if / whether</p> <p>He wondered if / whether</p> <p>He wanted to know if / whether</p>
<p>“<b>Are</b> you <b>watching</b> TV?”</p> <p>“<b>Do</b> you <b>play</b> chess?”</p> <p>“<b>Does</b> she <b>go</b> to school?”</p> <p>“<b>Are</b> you <b>listening</b> to me?”</p> <p>“<b>Have</b> you <b>done</b> your homework?”</p> <p>“<b>Did</b> you <b>skate</b> last winter?”</p> <p>“<b>Will</b> you <b>see</b> your friend tomorrow?”</p>	<p>I <b>was watching</b> TV.</p> <p>I <b>played</b> chess.</p> <p>She <b>went</b> to school.</p> <p>I <b>was listening</b> to him.</p> <p>I <b>had done</b> my homework.</p> <p>I <b>had skated</b> the winter before.</p> <p>I <b>will see</b> my friend the next day.</p>

- **Turn the direct questions into indirect questions.**
  1. Ann said to Mike: “When did you leave London?”
  2. Mary asked Tom: “What time will you come here tomorrow?”
  3. She asked me: “Why didn’t you come here yesterday?”
  4. I said to Nick: “Where are you going?”

5. He said to them: "Who will you meet at the airport?"
6. I asked Tom: "Have you had breakfast?"
7. He said to me: "Do you often go to see your friends?"
8. Mike said to Jane: "Will you come to the railway station to see me off?"
9. The teacher said to Mike: "does your father work at a factory?"
10. She said to me: "Did you send them a telegram yesterday?"

- **Useful verbs:**

To say – сказать

To tell – рассказать

To speak – говорить

To talk – разговаривать

To decide – решать

To believe – полагать

To think – думать

To answer, reply – отвечать

To report, inform – сообщать

To ask smb about smth – спрашивать кого-либо о чем-либо

To be interested – интересоваться

To find out – узнавать

To want to know – хотеть узнать

To wonder – интересоваться, узнавать

- **Change these sentences using synonyms.**

1. I asked him if the doctor had given him some medicine.
2. I asked the man how long he had been in London.
3. We asked the girl what sort of work her father did.
4. She asked if they had taken the sick man to hospital.

5. I asked where the stadium was.
6. I asked my friend if he would go down to his cabin or stay up on deck.
7. He asked me if I often went to England.
8. My friend asked me when we were going to leave.
9. He asked his classmates to wait for him.
10. Ann asked if they would go to the country the next day.

## **B**

### **1.**

Two men were talking in the bus.

- Are you going to Milberry's lecture today?
- Yes.
- Take my advice and don't. I've heard he is a very bad speaker.
- I must go...I am Milberry.

- **Read the text after the teacher.**
- **Translate the text into Russian.**
- **Answer the questions about the text:**

1. Where were the men talking?
2. Who was the first man?
3. Who was the second man?

- **Retell the story. Turn direct speech into indirect.**

**Use the phrases:**

I have read a joke.../The joke is about .../I'd like to tell you the joke.

- **Express your opinion about the text.**

Useful phrases:

In my opinion this joke is.../I think this joke is.../It seems rather ..../funny/sarcastic/interesting/kind/topical/amusing.

### **More jokes:**

**2**

The traffic was very heavy in the street. Suddenly a man ran to the policeman who was standing in the middle of the street.

Man: What is the shortest way to the hospital?

Policeman: If you just stand where you are standing now, you'll get there immediately.

**3**

The bus was unusually full one morning. A passenger sitting next to the window suddenly covered his eyes with his hands. The man next to him asked:

- Are you ill? Can I do anything for you?
- I'm not ill – the other answered – I just do not like to see old women standing.

**4**

Tenant: This roof is leaking so badly that the rain comes through. How long is this going to continue?

Landlord: I don't know. I never was much good at forecasting the weather.

**5**

Boy of six: Daddy, when I grow up I want to be an Arctic Explorer.

Father: That's fine, Bill.

Boy: But I want to go into training at once.

Father: How so?

Boy: Well I want a dollar a day for ice-cream so I'll get used to the cold.

**6**

A rich man asked a famous painter to draw something for him in his album. The painter did so, and asked for 100 dollars.

“Why!” cried the rich man. “It took only five minutes to do it!”

“Yes, » answered the painter. “But it took me twenty years to learn how to do it in five minutes”

**7**

Smith: I’m really worried about my wife. She drives like lightning.

Brown: Do you mean that she drives too fast?

Smith: No, but she always strikes trees.

**8**

Doctor: Well, did you take my advice and sleep with all the windows open?

Patient: Yes, doctor.

Doctor: Good! And have you lost that cold you had?

**9**

Nick was leaving the theatre at the interval during a new play.

“Excuse me, sir,” said the doorman “isn’t the play to your liking?”

“It’s not that all,” said Nick, “It’s just that the program says that the second act takes place two weeks later and my mother told me to be at home before midnight.”

**10**

A man asked for a meal in a restaurant. The waiter brought the food and put it on the table. After a moment, the man called the waiter and said:

"Waiter! Waiter! There's a fly in my soup!"

"Please don't speak so loudly, sir," said the waiter, "or everyone will want one."

- **Look at the picture. What is the main idea? Describe the picture and speak about the situation in the picture.**



### **Texts for reading comprehension**

*Read and retell the text. You can use your dictionary to find new words.*

#### **1.1 The rights of the child and the role of police**

The rights of the child are clearly stipulated in the international and domestic laws. The convention on the rights of the child (CRC) was adopted by the General Assembly of the United Nations on 20, 1989. It partly indicates in its preamble, "...Recognizing that the child, for the full and harmonious development of his or her personality should grow up in a family environment in an atmosphere of happiness, love and understanding. The child by reason of his physical and mental immaturity needs special safeguards and care, including appropriate

legal protection, before as well as after death”. The convention on the rights of the child in article 1 defines a child as, “every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier”. Article; 6 of the convention of the child subsection (1) puts it very clearly thus, “State parties recognize that every child has the inherent right to life and this is the foundation of the child”. The Children Act is very clear on the issue. “A child is a person below the age of eighteen years” (Children Act CAP 59).

Conclusively, it is the duty of any child and family protection officer and all police officers in general to champion the protection of the rights of children. Education, empowerment and networking with all stakeholders are key component in enabling this to happen. It should be done with the determination of a bulldozer because of the importance of children. Their innocence makes them vulnerable to so many dangers hence the need to protect them. It should be remembered that children are the pillars onto which any society, any generation, any culture will thrive. Therefore, officers in child and family protection unit ought not only to take this as a duty but also a calling.

### **1. Study the verbs:**

Слово	Перевод
To stipulate	обуславливать; ставить условием; предусматривать;
To be adopted	усыновлять; удочерять; принимать; усваивать; выбирать;
To indicate	указывать; показывать; означать;



should	(модальный глагол) следует; должен;
To grow up	вырастать; взрослеть;
To include	содержать; включать; охватывать; иметь в своём составе;
To define	давать определение; устанавливать; определить;
To attain	достигать; добиваться; приобретать; получать;
To recognize	узнавать; осознавать; признавать;
To enable	давать возможность или право (что- либо сделать); дать возможность;
To happen	случаться; происходить; оказываться;
To protect	защищать; охранять;
To thrive	процветать; преуспевать; расти; расцветать;
ought	иметь моральный долг (по отношению к кому-л.); быть в долгу (перед кем-л.); быть обязанным (чем- л. чему-л., кому-л.);

**2. Find the following phrases in the text and translate them into Russian:**

international and domestic laws

the convention on the rights of the child

full and harmonious development

a family environment

physical and mental immaturity

safeguards

legal protection

as well as

thus

inherent right

conclusively

family protection officer

empowerment

stakeholder

innocence

vulnerable

hence

pillars

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Ребенок для полного и гармоничного развития должен расти в условиях семьи и атмосфере счастья, любви и понимания.
- Государства-участники признали, что каждый ребенок имеет право на жизнь.
- Образование, предоставление возможностей и взаимодействие между участниками процесса – основные составляющие реализации данного процесса.
- Сотрудники отдела защиты семьи должны воспринимать это не только как свою обязанность, но и как призвание.

#### **5. Answer the questions about the text.**

- What document was adopted by the General Assembly of the United Nations on 20, 1989?
- How does the convention on the rights in article 1 define the child?
- What is the duty of any child and family protection officer and all police officers in general?
- Why are the children so important for the society?

### **1.2 The eradication of infant labour: the role of social educator in Brazil**

International guidelines from United Nations have been influential approaches to the implementation of Brazilian laws with regard to children and youth rights. As a result of this the eradication of infant labour became an important task to the Brazilian Government and civil society in the last decades. For instance, the Brazilian Federal Constitution (1988) is precise in relation to

children and youth protection. From this it was legitimated in 1990 the Children and Youth Rights Statute which prevents labour for children. Despite huge efforts from government and social organizations, the suppression of infant labour is a challenge for society and professionals such as social educators in order to construct a sustainable world. In connection with the implementation of the laws to preserve children and youth rights, the government endorsed some particular actions. These actions aimed at defending initiatives able to repress infant work. In this sense, Federal Council was formed and many state and municipal councils were organized to put the actions into operation. The Brazilian National Plan of Prevention and Eradication of Infant Labour (2004) were created. It defines infant labour as activities developed by those who are under 16 years old. The recent literature about infant labour points out that:

- a) the amount of boys working is higher when compared with the girls;
- b) there is a predominance of black children doing work;
- c) there is a decrease of children working when the family income is improved and d) children from rural zones are more exposed to labour than children from urban zones.

In this context, social educators play a significant role in developing actions towards the eradication of infant labour and implementation of children and youth rights. The social educator is an essential agent to promote social protection for children and their families putting into practice the guidelines from national politics. The practice developed by social educators includes organization of community, socio-educational actions related to increasing children and youth potentialities (e.g. culture, arts, sport, educational familiar and community participation) and the implementation of strategies to face poverty and

improvement of family income (e.g. programs of income transference).

**1. Study the verbs:**

Слово	Перевод
To construct	строить; сооружать; конструировать; создавать;
To preserve	сохранять; оберегать; хранить (овощи, продукты);
To endorse	подписываться (под документом); расписываться (преим. на обороте); подтверждать; одобрять;
To repress	подавлять (восстание и т. п.); репрессировать; сдерживать (слезы и т. п.); сдержать; заслонять;
To point out	указать; указывать; обращать внимание (кого-либо); заметить; подчеркнуть;
To promote	продвигать; повышать в чине или звании; способствовать; содействовать; поддерживать; выдвигать; продвинуть; повышать в чине;

**2. Find the following phrases in the text and translate them into Russian:**

guidelines

implementation

eradication

infant labour

for instance

precise

despite

suppression

in order to

sustainable world

in connection with

predominance

significant role

put into practice

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Искоренение детского труда стало важнейшей задачей для бразильского правительства и гражданского общества.
- Несмотря на огромные усилия со стороны правительства и социальных организаций,

запрещение детского труда остается сложной проблемой создания стабильного общества.

- В связи с принятием законов о защите прав детей и подростков, правительство осуществило ряд действий.
- Дети в сельской местности чаще задействованы в работе, чем городские дети.
- Социальный педагог – основная сила для продвижения социальной защиты для детей и их семей, он воплощает положения национальной политики в жизнь.

#### **5. Answer the questions about the text.**

- What is an important task to the Brazilian Government and civil society?
- What actions to preserve children and youth rights were endorsed by the government?
- How do The Brazilian National Plan of Prevention and Eradication of Infant Labour define the infant labour?
- Give the picture of the infant labour pointed out in the recent literature?
- What does the practice developed by social educators include?

### **1.3 Towards child development: the experience of rural extension centre**

Children are the father of the nation. This word itself proves the need and importance of a child for the development of a state. It also indicates that the children are the supreme assets of the nation because its progress depends upon the motivated and committed workforce, which are lying in the childhood and have been taken care of. The good education, appropriate environment and support to them help themselves become a sound development partner of the civil society. As the children are considered as the most precious resources of the country, its development is as important as the development of other material resources. The foundation of human development is laid in these crucial early years and taking care of children is the only best way of developing the Nation's human resources. Considering these important aspects in childhood, several policies and programmes has been taken by the governmental and non-governmental organizations by focusing on the provisions under the National Policy for Children, National Charter for Children etc., which concentrated on protection of rights of the child, the state's responsibilities and duties and so on. But at this juncture, it is a million dollar question that whether these are adequate enough to build up the child as a responsible citizen? The answer is simply 'No'. Instead of rendering some kind of services to this venerable group, there is a need of the supportive environment through the intervention of social workers to work with them as it proves its capability to deal with the children to make them a sensible and responsible human being.

The Rural Extension Centre, founded by Rabindranath Tagore, in 1922 is engaged in many activities of rural upliftment which programme for the



children is the important one. It is believed that only the food, cloth and shelter is not adequate enough for the development of a child. Along with these, there is need of balanced linkage between the education, health and food for social, physical and psychological development and lifelong learning of a child. The programme of Broti Balak Samgathana (Village Boys and Girls Scout) and Rural Library Services plays a very important supportive role in the child development in terms of their physical, psycho-social, and intellectual upliftment as well as retention of their acquired literacy skill, which helps in developing their life skill and being a partner of National Development.

### 1. Study the verbs:

Слово	Перевод
To prove	доказывать;                   удостоверять; оказываться; подтверждать;
To indicate	указывать; показывать; служить признаком;                   означать; свидетельствовать (о чем-л.);
To depend upon	зависеть от
To take care of	заботиться                   (о           ком-л.); присматривать за ...;
To consider	рассматривать;                   обсуждать; обдумывать;                   принимать во внимание; учитывать; полагать; считать;

To build up	постепенно создавать; постепенно строить; застроить; создавать; укреплять (здоровье);
To render	воздавать; отдавать; платить; представлять; оказывать (помощь и т. п.); исполнять (роль); передавать; доводить (до определенного состояния);
To prove	доказывать; удостоверить; оказываться;
To found	основывать; закладывать (фундамент, город); учреждать; создавать;
To acquire	приобретать; получать; достигать; овладевать (каким-л. навыком);

**2. Find the following phrases in the text and translate them into Russian:**

importance

children are the supreme assets of the nation

appropriate environment and support

civil society

resources

as important as the development

human resources

provision

the state's responsibilities and duties

the supportive environment

sensible

human being

enough

balanced linkage

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Это также означает, что дети – величайшее достояние нации, так как её развитие зависит от целеустремленности и преданности рабочих, чьи качества воспитываются и формируются в детстве.
- Считается, что дети – ценнейший ресурс страны, их развитие также важно, как и развитие материальных ресурсов.
- Принимая во внимание эти важные аспекты детства, правительственные органы и негосударственные организации предприняли политические меры и ввели несколько программ, обеспечивающих реализацию Национальной политики относительно детей,

Национальной хартии о детях и т.д., внимание которых сосредоточено на правах детей, ответственности и обязанностях государства в отношении детей.

- Существует необходимость в создании обстановки поддержки, что возможно при взаимодействии социальных работников с детьми, цель социальных работников - воспитать разумных и ответственных людей.
- Существует необходимость установления связи между образованием, здоровьем и питанием для социального, физического и физиологического развития и образования детей и взрослых через всю жизнь.

#### **5. Answer the questions about the text.**

- Name the most important factors for the development of a child.
- Why are the early years of life considered to be most important?
- What has been done for children by the authorities during the recent years?
- How can the social workers help children development?
- What is the “Village Boys and Girls Scout” program about?

## **1.4 The major protection and care strategies of unaccompanied and separated children**

Urgent and timely identification of the special needs of unaccompanied and separated children are essential steps in developing effective protection and care strategies. Safe repatriation: the movement of unaccompanied and separated children poses challenges to the sending and receiving countries during repatriation and reintegration. Coordination between necessary agencies and personnel in the country of departure and the country of arrival is often piecemeal, stymied by strained resources, weak governmental capacity, and overburdened NGOs. Temporary care arrangements: while the majority of separated and unaccompanied children will be reunited with a family member, the process of identifying, documenting and tracing often takes some time, ranging from hours or days to many years. Ensuring that these children are safe and protected during this period of “waiting” to be reunited is an essential part of the protection response.

Unaccompanied and separated children share all of the risks faced by other children and young people in emergencies. Family tracing and reunification: children separated from their parents as a result of conflict or natural disasters have lost both the protection of their families and their main source of emotional security and support when they need it the most. They are extremely vulnerable to neglect, exploitation and abuse. For these reasons, tracing family members of separated children is of high priority in any humanitarian crisis. Long-term care arrangements: the child welfare concept of permanency seeks to halt the destructive impact of serial temporary care arrangements on the development of vulnerable

children. Psychosocial issues: unaccompanied and separated children potentially face serious psychological problems. Trafficking, civil war, natural disasters, poverty, and HIV/AIDS, are just some of the situations that contribute to children being unaccompanied and separated from their parents and families. Without the protection of parents, families, or guardians, children are at-risk of exploitation for child labor, commercial sex work, as well as physical and sexual abuse and neglect. In addition, the frequently traumatic experiences that precipitate the child becoming unaccompanied and separated have the potential to cause significant mental health problems.

### 1. Study the verbs:

Слово	Перевод
To pose	ставить; представлять собой; являться;
To stymie	поставить в безвыходное положение; загнать в угол; поставить в тупик; мешать; заблокировать; остановить; сорвать;
To reunite	воссоединять; соединять; собираться; собраться;
To ensure	обеспечивать; гарантировать; ручаться; поручиться; служить и иметь обязательную силу; позаботиться о чем-л;
To share	делить; распределять;

	разделять;
To seek	искать;
To halt	останавливать; обрывать; прекращать;
To contribute to	участвовать в; способствовать; вносить вклад;
To precipitate	повергать; бросать; ускорять; торопить;

**2. Find the following phrases in the text and translate them into Russian:**

urgent

unaccompanied and separated children

essential

challenge

departure and arrival

piecemeal

overburdened

temporary

arrangements

emergency

vulnerable

neglect, exploitation and abuse

welfare

guardians

frequently

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Безопасная репатриация: перемещение несопровождаемых и разлученных детей.
- Обеспечение безопасности и защищенности таких детей во время «ожидания» воссоединения является неотъемлемой частью действия защиты ребенка.
- Поиск семьи и воссоединение: дети, разлученные со своими родителями в результате конфликтов или природных катастроф, потеряли как защиту семьи, так и основной источник эмоциональной безопасности и поддержки.
- Долгосрочные соглашения о защите: концепция постоянного благополучия ребенка предусматривает прекращение деструктивного влияния временных мер на развитие ребенка.
- Пережитый травматический опыт, в результате которого ребенок остался без сопровождения и разлученный со своей семьей, может вызвать



значительные нарушения психического здоровья ребенка.

## **5. Answer the questions about the text.**

- What are the essential steps in developing effective protection and care strategies?
- What are the risks faced by the unaccompanied and separated children?
- Why is it of high priority in any humanitarian crisis to trace family members of separated children?
- How can the country of arrival and the country of departure develop effective protection and care strategies?

### **1.5 Aftercare**

Brusetkollen offers Child Care services to municipalities and the Norwegian Directorate for Children, Youth and Family Affairs. The services consist of daily childcare in a Child welfare institution, providing foster homes for children with special needs and assessment services. Experience gained through many years of work within the childcare service, made us create a post- institution- service, aftercare. This is a service aimed at young people that have grown up or spent a long time in institutions and foster homes. Historically, kids leave the Child Care Service at the age of 18, and they are expected to manage life on their own. Research from NOVA (Norwegian Social Research) has shown that there

are certain problems and difficulties facing young people who have lived in care for long time. Many of the young people are coping with the circumstances in an adequate way. They are able to cope with the challenges of education, work and social relations. However research shows that most of the young people that depend on child care, has poor education, low income, depends on social benefits and are often unemployed. Their health conditions are poorer than average. Research show that young people who receive aftercare seems to have a better chance at improving adult life quality. It is of outmost importance, that every individual feel comfort in their own ethnic origin, and at the same time the ability to succeed in the majority culture.

### **1.6 Change agents: working together to support the voice of youth**

The Voyager Project is a four point strategy aimed at increasing the educational attainment of Canadian Crown Wards. With a foundation of youth engagement, the four pillars: Research, Advocacy, Supports and Engagement focus the strategy that uses experiential activities to engage crown wards through learning. It makes use of a strength based model to promote resilience, provide opportunities for skill building and foster a sense of belonging within educational settings. Internal and external change agents can support the voice of youth while working in partnership with the young people themselves to improve outcomes. The role of the University researcher/practitioner and the Children's Aid Society senior manager is explicated to highlight the unique contributions each make towards the change process.

### **1.7 Severe eating disorder and non-organic failure to thrive in 0-3 years children. The social educational part of an intervention model**

Eating disorders and non-organic failure to thrive in infancy and early childhood is a serious problem for the children and their parents. The problem is multifactorial and demands a multidisciplinary assessment and treatment. The problem involves for example: children with very low weight, who refuse and spit out food; parents, who try to force the children to eat; parent, who neglect their children; attachments problems; problematic parent-child interaction; children who are tube-fed, as the parents are unable to make them eat. Both the children and the parents suffer from this problem. And the fact, that it can be life-threatening for the child underlines the seriousness of the problem. The consequences for the children can be developing delays and cognitive difficulties. As the problem and its causes differ from family to family, the intervention must be tailor-made to every single child and its family. The treatment is difficult and can be long.

#### **AROUND THE WORLD**

1. Read the following texts.
2. Make the list of unknown words from the text
3. Translate the texts into Russian
4. Find the sentences, containing the main idea of the text

5. Retell the text using the following phrases:

I have just read the story/an article.

I am going to read a text/a story/an article.

I am going to make a review.

The story is mostly devoted to the discussion of...

It informs us about ...

This story is interesting it carries new information about ...

It says in the article that ...

It embraces a wide range of topical problems

It discusses/deals with/brings up/raises/touches upon the questions

The key – note of the article is ...

It supports / speaks in favor of / is all for

### **Runaway**

Peter Kerry had an argument with father, when Peter dropped a tin of spaghetti. Later, when the rest of the family went to a football match, Peter decided to run away. He stole his father's passport and credit cards. Then he caught the train to Heathrow airport and booked a flight to Malaysia. The ticket cost £ 499. When Peter's family came home, Peter was already on his way to Kuala

Lumpur. Passport officials in London and Kuala Lumpur did not stop him and he entered Malaysia with no problems. From Kuala Lumpur, he travelled on to Johor Baharu. He tried to check in to a hotel, but the receptionist refused to accept his card. He called his parents and told them that he was in Malaysia. Then he left Johor Baharu and got a lift to Kota Baharu. Here Malaysian police finally found him. They took him back to Kuala Lumpur and put him on to London. His parents took him back to Kuala Lumpur and put him on a plane to London. His parents felt very happy, but they were worried about the future. “This isn’t the first time,” said his father. “Last year he ran away to Paris.”

### **Humanitarian help**

It has not rained here for nearly three years. Two weeks ago, the United Nations finally agreed to send food. The first food planes arrived to send food. The first food planes arrived last week, but the food has not reached the refugee camps yet. Giulio Grossi has been here for almost a year now. He has seen terrible things. “This is a huge disaster,” he says. “These people have got nothing. They have lost everything. Two years ago it was clear that the country needed help. Since then at least ten thousand people have died. And help still hasn’t arrived yet.”

### **Pinatubo erupts again**

It was like midnight at noon yesterday as Mount Pinatubo, in the northern Philippines, erupted for the second time. A huge cloud of dust, gas and steam was thrown fifteen miles into the sky. Ash and rocks fell on

farms and villages up to twenty miles away from the volcano. The roads were filled with thousands of people - some in cars, buses and lorries, others on foot. They were all trying to escape from the wall of lava that was moving down the mountain towards their homes.

The inhabitants of the city of Angeles will probably have to leave their homes. The city, with a population of 300 000, lies only twenty miles from the volcano. The nearby American military base was evacuated after the first eruption five days ago. The future for the local inhabitants looks bad. Thousands of homes have been destroyed. The fields have been buried by several meters of ash and lava. And the military base probably won't be reopened. Thousands of local people are employed at the base and local shops, bars, clubs and restaurants depend on customers from the base. The effects of the volcano won't only be felt in the Philippines. Experts also believe that the Earth's climate will be affected by the eruption. Huge clouds of dust have been thrown into the atmosphere. Some of the sun's heat will be blocked by this dust. Temperatures and rainfall around the world will be affected for up to five years.

### **Nature's children**

It's summer and the New Age Travelers are here again. In their vans, old buses and caravans, they move from place to place. Angry MPs, farmers and local people appear on television and complain about them: "The police shouldn't allow it! They should put them all in the army!" etc.

The Travelers do not have jobs, because they do not stay in one place long enough. They are the children of nature - modern gypsies. When autumn comes, they disappear and we do not see them on the news any more. In fact, they move to the cities and look for empty houses for the winter. Perhaps the children go to school for a few months.

Paul and Janice are Travelers. They are not married. They have two children called Moonstone and Saffron. Their life is very simple. During the day, they sit and talk to their friends while the children play. In the evenings they usually eat together with other families around a big fire, and somebody usually plays a guitar or switches on a CD player. They live on social security benefits. If they need extra money, Janice makes jewellery and sells it at markets and fairs.

Both Paul and Janice come from normal middle class families. That is one reason why Paul prefers the life of a Traveler. As Paul explains: "My father works in an office. He catches the same train to work every day. He comes home at 5.30. And why does he do it? To pay the mortgage on the house. But then what does he do in his free time? He works! He decorates the house, he digs the garden, and he washes the car. He thinks he is free, but he is really just a slave. Well, I don't want to be like that."

### **Gretna scene**

In England you can get married when you are 16, but you need your parents' permission until you are 18. In Scotland however, you can get married at 16 without this. So young English people who want to get married without parents' permission often run away to Scotland. The

traditional place for these weddings is Gretna Green, a village just over the Scottish border.

Even for Gretna Green, this was a strange story. Marcus Lee-Curtis, 21, and Marie Schearer, 16, weren't runaways. The bridegroom's mother was at the wedding and so were twenty other guests. But the bride's parents weren't there. In fact, they didn't know anything about the wedding until the following week, and then Mrs. Schearer was so angry that she attacked Marcus' mother. Marie first met Marcus when she was only 13. They fell in love and when Marie was 16, she left home and lived with Marcus at his grandmother's house. They decided to get married. But Marie was only 16 and her parents didn't approve, so they went to Gretna Green.

A week later, Marie's mother opened the local newspaper and saw a photograph of the bride and groom. She wasn't happy and she blamed Marcus' mother. She waited outside the Lee-Curtis' house, and when Mrs. Lee-Curtis came out, Mrs. Schearer stopped her. She shouted at her and pulled her hair. When Marcus tried to help his mother, Mrs. Schearer hit him in the stomach. Then she drove her car at Mrs. Lee-Curtis and pushed her into a garden. In court today Mrs. Schearer apologized. When they came out of court, Marie smiled and said: "I hope that in time we can all get together."

### **The forgotten years**

It was 1973 and Sarah Simms was happy 19-year-old. She had a nice job in a film laboratory, and in the evenings she went out with her boyfriend. She loved dancing, especially to her favorite pop group, T.Rex.



Then she woke up in a hospital bed. A man was talking to her. He said that he was her husband, but she didn't recognize him. In fact, she didn't like him very much. She thought he looked very old. Some other visitors were standing around her bed, too. She didn't recognize any of them except her sister, Sally, and even she looked twenty years older. But that's because Sally was twenty years older, and so was Sarah.

Two days earlier Sarah had been in a car crash. The accident had erased twenty years of her memory. It was now 1993, but for Sarah it was 1973 and she was still a teenager. She'd forgotten the twenty years in between.

In those twenty years Sarah had got married (in 1973 she hadn't met her husband.) And she'd had two children – Alexander, 11, and Linda, 9. The world had also changed dramatically. What, for example, was a word processor, a microwave or a compact disc? Those things had not been invented in 1973. Had Britain really had woman prime minister? And where had all her favorite pop star gone?

Doctors say that Sarah's amnesia is rare, but they hope that her memory will slowly return.

### **Babies for adoption**

In Florida, USA, single mothers are obliged by law to give the newspapers the most intimate details of their past if they want to give the baby up for adoption. The young women must give their name, height, weight and eye color, the name of their sexual partners and the estimated date of conception. This is done to give the baby's father, who may or may not know about the baby a

chance to claim responsibility for the child before it can be adopted.

### **Working teens**

In 1861 (when Charles Dickens, the author of *Oliver Twist*, was alive), one third of all children aged 5 to 9 years (both girls and boys) in Britain had a job. And more than half of all 10 – 14 years olds worked, in agriculture and industry. They often worked 14 hours a day!

Now, in Britain, from age 14, you can work for a few hours after school or on weekends, at 16, you can quit school and work full time. But that is in Great Britain. In many countries in Asia, Africa and South America, young children can't go to school because they must work. And even in rich countries, like America, children are sometimes forced to work illegally, especially in agriculture.

### **The boy who lived with monkeys**

An African boy, John Ssebunya, has a secret to tell about his incredible childhood in the forests of Uganda. When he was only four years old, John witnessed a murder. He was so terrified that he ran away from his village.

He found himself in a forest where he was met by a colony of monkeys. The friendly animals accepted him as a member of their group and very soon John was swinging through the trees, eating bananas and screaming like a monkey. When John was found at last, his appearance was terrifying: his nails were long and

gnarled, his body was covered with hair, and his skin was scarred and wounded.

But at home, the boy slept huddled up on the floor in the corner of the room. He would only eat bananas and raw fruit. He didn't speak and didn't know how to play with children...

Today, John is a happy and sociable teenager, who likes to amaze his friends with tales of his incredible childhood in forests.

### **Beware pensioners ahead**

When people think about criminals, they rarely imagine old pensioners. Well, in Britain this may be changing. According to Prudential, Britain's biggest pension company, over 100 000 pensioners have turned or are thinking of turning to crime. Charges include fraud, shoplifting, drug-dealing and even bank robbery.

That's why Kingston prison in Portsmouth has recently become the first British prison to have a separate prison wing for elderly prisoners. It now houses fifty people. The "pensioners" unit has special lifts and equipment to hold elderly prisoners get to the upper floors. The staff has been trained to provide medical care. The cost of keeping elderly offenders is three times more than that of younger prisoners.

The majority of elderly people who commit crime have no previous crime record. They often use their image of helpless people to commit their offences. Interestingly, they are not the poorest pensioners, as you might expect, but mainly middle class people. They have worked hard

all their life and got used to a relatively high standard of living which is very difficult to maintain as a pensioner. For example, one pensioner sold drugs to get £1000 to buy his granddaughter a present. People in Britain have got used to spending more than they can afford by taking out numerous bank loans and running credit card bills. Whereas before, people always tried to save as much money as they can for retirement, now more and more people decide to spend most of their money on nice things and expensive holidays while they are young.

Unfortunately, there seems to be no easy solution. With people living longer but saving less money, the problem is likely to get worse. So, if you hear about an old British pensioner committing the greatest bank robbery in history – don't get too surprised.

### **TV is bad for health.**

Each year, both kids and adults in the US spend more time glued to the TV-set than doing anything else, except for sleeping!

People have worried about the effects of TV ever since the 1940s, when television became popular. Studies show that too much TV watching leads to such problems as bad eating habits, lack of exercise, obesity and depression. And far from relaxing us, TV actually raises stress levels. Lots of people admit that the quality of television could be better. They would prefer to see fewer soap operas and crime series, and more history, drama and science. One reason for the poor quality is that the TV companies make most of their money by selling advertising. Advertisers pay more money for time during

popular shows, especially in the evenings when the audiences are biggest.

Not long ago, a new study published in the journal Science gave fresh evidence of a connection between TV watching and violence. Psychologist Jeffrey G. Johnson and his research team followed children in 707 families for 17 years. The researchers found that kids who watched more than one hour of TV a day were more likely than other kids to take part in aggressive and violent behavior as they grew older.

The “beautiful people” syndrome is what happens when you watch too much TV. You begin to believe, or expect, ordinary people to act, behave, and look like TV stars. After watching hours and hours and hours of beautiful, skinny and wealthy people on TV you realize that your life isn’t as wonderful as it should be. What is the result of the “beautiful people» syndrome? A lot of unhappy people.

## **Глава 2. Проблема оказания социальной помощи в различных странах мира**

### **SECOND SEMESTER**

#### **Texts for reading comprehension**

- Look at the picture. What is the main idea? Describe the picture and speak about the problem in the picture.



## **Texts for reading comprehension**

*Read and render the text. You can use your dictionary to find new words.*

### **2.1 The end of the melting pot?**

If present levels of immigration continue, by the year 2050 America's population will increase by 50 per cent to 383 million.

More important the racial balance will change. Hispanics will overtake Blacks (or Afro Americans, as they are now called) to become the largest minority at 21 per cent. Asians and Pacific Islanders will increase five times to more than 12 per cent. This will push the total of minorities to over 50 per cent of population.

The USA is a country of immigrants, but today's newcomers are different. Immigrants in the nineteenth and

early twentieth centuries became part of the great American melting pot. They learnt the language and integrated into the culture of their new home. But today's immigrants keep their own culture. They have their own TV channels, daily newspapers and magazines.

The English language has almost disappeared in many places. Parts of Florida, California and Texas are now Spanish-speaking. The Hispanic community is a billion dollar market and companies produce adverts in Spanish. In a huge supermarket in Rockville, Maryland, every customer is from the Far East. You'll hear Japanese, Korean and Chinese, but you won't hear any English. And this language problem won't get any better. Immigrant parents are demanding education for their children in their own language. If this happens, it will soon be possible to grow up in American and never speak English.

Politicians are asking: "How far will this go? What kind of country will it produce?" Senator Robert Byrd, a Democrat from West Virginia recently told the Senate: "When I phone the local garage I can't understand the person on the other end of the line and he can't understand me. These people are all over place and they don't speak English. Do we want more of this?" Both Democrats and Republicans are demanding strict immigration controls.

The biggest problem is illegal immigration. African Americans are very worried about this, because the illegal immigrants compete with them for houses, schools and especially jobs. Work is the key to the problem. While the white middle classes complain, many of them (including politicians and lawyers) employ illegal immigrants as cheap nannies, housekeepers, gardeners,

chauffeurs and maids. And if there are jobs, the immigrants will continue to come.

### 1. Study the verbs:

Слово	Перевод
To increase	увеличивать; повышать; усиливать; возрасти; увеличиться; увеличить; вырасти; усилить;
To overtake	догонять; навёрстывать; перегонять; обходить; объезжать;
To demand	требовать (с кого-либо, от кого-либо); предъявлять требование; настоятельно просить;
To integrate	интегрировать; объединять; составить единое целое; составлять целое;
To disappear	исчезать; скрываться; пропадать;
To grow up	расти; вырастать;
To worry	беспокоить; переживать; тревожиться;
To compete	состязаться; соревноваться; участвовать в соревновании; конкурировать; соперничать;
To complain of	жаловаться (на кого-л., что-л.);



To include	включать; иметь в своём составе; учитывать; заключать; содержать в себе;
To continue	продолжать; простира́ться;

**2. Find the following phrases in the text and translate them into Russian.**

population

racial balance

total

newcomer

melting pot

advert

huge

customer

to be possible

both ... and ...

especially

nannie

housekeeper

gardener

maid

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Азиатское население и количество жителей Тихоокеанских островов увеличится в пять раз и составит более 12%.
- Они учили язык и приспосабливались к культуре своего нового дома.
- Иммигранты, имеющие детей, требуют образования для своих детей на родном языке.
- Афро-американцы обеспокоены по этому поводу, потому что нелегальные эмигранты конкурируют с ними в предоставлении жилья, образования и, особенно, в работе.
- И до тех пор, пока будет работа, эмигранты не перестанут приезжать.

**5. Answer the questions about the text.**

- Why are today's immigrants different from earlier immigrants?
- Why are African Americans very worried about the situation?
- What is the implication of Senator Byrd's expression "these people"?

- What is the basic cause of the immigration problem in the USA?
- Why do people go to live in another country?

## **2.2 Rare diseases**

In recent years the world of education has had to face new requests linked to people with special needs that few know about. In fact the number of persons 'victims' of so-called rare diseases is constantly increasing but, above all, the health system often does not know how to deal with or take responsibility for them. Rare diseases are defined as illnesses that occur below a certain limit in a population. In the European Union this limit is 0.05% of the population, that is, a disease is considered rare if there are fewer than 5 cases in 10,000 people. About 8,000 rare diseases have been diagnosed around the world, 80% of which cause a high level of disability and 75% for which there is no cure. In Europe there are about 36,000,000 cases of rare diseases of which about 2,000,000 are in Italy. We are all carriers of rare diseases. Rare diseases can present themselves at any age and in various forms. Diseases originally considered as rare but now well-known include Down Syndrome, Multiple Sclerosis and Coeliac disease. In 2008 the European Community Commission, through communication n. 679 to the European Parliament, The Council of Europe and the European Economic and Social Committee, sanctioned that rare diseases were a priority for the public health systems of all member countries. The organizations of patients and individuals active in the rare disease sector joined in a federation constituting a series of organizations including Eurordis (European Organization for Rare

Diseases). After the appearance of the first symptoms, a series of problems and difficulties start for the patients and their families:

1. A long wait, sometimes for years, before the right diagnoses is reached during which many misunderstandings must be supported and there is little help from the health institutions.

2. No specific cures are available (given the small number of persons affected by each single pathology, it is difficult to find medicines that can be used to treat the illness) and often there is no service available as a reference point.

3. The persons who go through this situation find themselves in a different world; different from the normal world but different also from the world of other disabled people.

4. Isolation is complete not only because of the aspects of the cure but also because of the social aspects.

Among the many forms of rare diseases there are some where physical integrity is maintained but there are disabling symptoms that are often not recognized as an illness (i.e. the syndrome of periodic high fever). Other illnesses are treated from a psychiatric point of view instead of neurological as, for example, the Tourette Syndrome, which manifests itself in involuntary movements of the body and/or face and with vocal or verbal tics that are often mistaken for madness. The associations and families, in this sense, ask that the issue is not considered only as a problem for health, medicine and research but that it is also considered as an educational, social and – why not? – special need. In order to consider an educational approach, it is important to understand and in order to understand it is important to conduct research in this field.

### 1. Study the verbs:

Слово	Перевод
To face	находиться лицом к; быть обращённым к; смотреть в лицо; встречать смело; быть обращённым в определённую сторону;
To define	давать определение; устанавливать; давать характеристику; охарактеризовать;
To occur	случаться; происходить;
To consider	рассматривать; обсуждать; обдумывать; принимать во внимание; учитывать; полагать; считать;
To diagnose	ставить диагноз; диагностировать
To cause	быть причиной; служить поводом; вызвать; причинять; обуславливать; заставить;
To join	соединять; связывать; присоединяться; входить в компанию; вступить в члены (общества и т. п.);
To affect	действовать (на кого-либо); влиять; волновать; трогать; действовать на; подействовать; поражать (о болезни);

To maintain	поддерживать; сохранять; содержать; защищать;
To conduct	вести; сопровождать; водить; руководить (делом); проводить; дирижировать (оркестром, хором); управлять;

**2. Find the following phrases in the text and translate them into Russian.**

disease

in recent years

constantly increasing

well-known

the appearance of the first symptoms

no specific cures are available

to treat the illness

reference point

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Редкие заболевания определяются как болезни, которые встречаются среди населения реже определенной нормы.

- Редкие заболевания могут возникать в любом возрасте и в разных формах.
- Люди, которые сталкиваются с такой ситуацией, попадают в другой мир; не похожий на привычный мир, но и отличный от мира других людей с ограниченными возможностями.
- Среди множества форм редких заболеваний существуют некоторые, при которых физическая состояние сохраняется, но присутствуют симптомы недееспособности, которые часто не признаются как симптомы болезни (например, синдром периодически высокой температуры).
- Для того, чтобы рассмотреть обучающий подход, важно понять, а для того чтобы понять важно провести исследования в данной области.

### **5. Answer the questions about the text.**

- What is the problem the world of education has had to face in recent years?
- How are rare diseases defined?
- What difficulties do the patients and their families face after the appearance of the first symptoms?
- What misunderstandings can occur with rare diseases?
- Give the social and educational aspects of the problem.

### **2.3 Voice without echo: street youth**

The present economic, political and cultural pattern of development is given by globalization. Emphasis on corporate and competitive aspects, cultural homogeneity and the abandonment of state functions,

polarize processes of impoverishment. Health, housing, food, education, and justice lose their status as rights and they are presented as opportunities even as goods. Street populations accumulate from a historical perspective the violation of their rights. They find place and meaning of their existence on the streets. Internalizing emotions, interactions and representations, they generate and transmit their own culture, but it's denied and they are repressed or exterminated. In Mexico, the concept street youth is included little by little, recognizing the differences among children or adults. Interweave own aspects of the youth culture and street culture accentuate asymmetrical relationships with those who wield power and the adult world, which expected behavior according to its rules. Both the youth as protagonist and the role of active street populations are ignored in front of the neglect of street youth culture. The nascent Mexican democracy claims for building a strong and effective public advocacy of human rights. But street populations are usually attended through assistance. That attacks their possibility to become human beings who can develop functional skills, not only to survive, but to change their quality of life at their choice. From rights approach, it's necessary to listen and support them to consolidate awareness of themselves, the opinion of the society they live in and the phenomena that affects them.

Without despising other rights, the realization of education right –not restricting it to the implementation of the curriculum in institutions, but with a permanent and integral vision, can lead to significant learning for the development of functional skills, through procedures that meet the interests and circumstances presented by the street youth. It is necessary to amend the macro structural conditions that have managed this for generations, also



support public policies that ensure the active participation and enjoyment of the rights and responsibilities of street youth, within a society that recognizes respects and values them.

### 1. Study the verbs:

Слово	Перевод
To polarize	придавать определенное направление; поляризоваться;
To lose	терять; потерять;
To accumulate	накапливать; аккумулялировать; складывать;
To find	находить; обнаруживать;
To internalize	усваивать; придавать субъективный характер
To generate	порождать; вызывать; производить;
To transmit	сообщать; передавать; отправлять;
To deny	отрицать; отвергать; отказывать; отпираться;
To interweave	вплетать; вставлять; перемешивать;
To accentuate	делать ударение; подчёркивать; выделять;

To wield	уметь обращаться (с чем-л.); иметь в своём распоряжении; пользоваться;
To attend	посещать;
To consolidate	объединять; укрепить; подтверждать;
To amend	исправлять; улучшать; изменять к лучшему;
To despise	презирать; ни во что не ставить;
To ensure	обеспечивать; гарантировать; ручаться;

**2. Find the following phrases in the text and translate them into Russian.**

homogeneity and the abandonment of state functions

impoverishment

historical perspective

the violation of their rights

exterminated

little by little

behavior

the neglect of street youth culture

public advocacy of human rights

functional skills

restricting

implementation

### **3. Read and translate the text. Use the dictionary.**

### **4. Translate into English.**

- Жители улицы воплощают исторически нарушение прав личности.
- Переплетение всех аспектов молодежной и уличной культур подчеркивает ассиметричные отношения с теми, в чьих руках власть и с миром взрослых, которые ожидают поведения в соответствии со своими правилами.
- Развивающаяся Мексиканская демократия требует построения сильной и эффективной общественной защиты прав человека.
- С точки зрения права, важно выслушать их и поддержать, что поднимает их самооценку, мнение общества о них и феномена, который поражает их существование.
- Необходимо изменить макроструктуру, которая управляла ситуацией годами, а также поддерживать общественную политику, которая обеспечивает активное участие и удовлетворение прав и ответственности уличной молодежи, в рамках общества,

которое признает их, уважает и высоко оценивает.

## 5. Answer the questions about the text.

- What aspects lose their status as rights?
- How is street youth culture treated and what is the result of such treatment?
- How can the street people change their quality of life?
- What should be done by society to save street children?

**Look at the picture. What is the main idea?  
Describe the picture and speak about the situation  
in the picture.**



## 2.4 Women with disabilities: religion based community integrative programs

In a third world developing country like Bangladesh it is estimated 3.4 million children and 10 million adults living presently with disabilities amongst

which a large proportion of them are women and adolescents. These women mostly reside in rural areas, where they face serious discrimination for being female, disabled and poor. They are stereotyped from both a gender and disability perspective which perpetuates and legitimizes not only multiple forms of violence perpetrated against them, but a failure of the government at all levels to recognize and take action on the issue. The neglect of these women is severely reflected in their participation in their public and private lives. They are a social embarrassment and considered a liability to their families and therefore, are often psychologically and physically abused and sometimes they are targets of social stigmatization and discrimination. An Islamic society is religiously responsible for providing social security for the sustenance of its citizens. Additionally, every person is held responsible for the welfare of the other. Islam came and revolutionaries old systems of oppression and injustice in all sectors of society. In this regard, Islamic values of social justice must be reinstated in a society whereby 86% of the population in Muslim. Socially inclusive programs both on the educational and professional levels must be introduced in order for women with disabilities to be integrated in mainstream society. It is a fact that one of the social groups that have been most dynamic in using technology innovatively for social progress has been the disabled. With the growing importance of new movements - such as the disability movement, or those concerned with independent living-information technology has become an important part of envisioning and realizing change to daily life for individuals , as well as the architecture and systems of community and society.

Social implications of technology now plays an indispensable role in social and political organization ,online around welfare issues, in state and private administration of welfare, in processes of identity-formation concerning welfare. The objective for today is to develop a comprehensive socio-economic analysis of the status of women and adolescent girls with disabilities in Bangladesh and propose to initiate information technology based programs for women with disabilities which will help them to integrate in mainstream society whilst also establishing their basic human rights. Furthermore it will discuss the universality of these rights and illustrate that even the Holy Quran had been revealed 1400 years ago, its divine laws are applicable even in this era of modernity.

### 1. Study the verbs:

Слово	Перевод
To estimate	оценивать; устанавливать стоимость; давать оценку; судить (о чем-л.);
To reside	проживать (где-либо); жить; обитать; располагаться;
To perpetuate	увековечивать; сохранять навсегда;
To legitimize	узаконить; признавать законным;
To recognize	узнавать; осознавать; признавать; выражать

	признание;
To reflect	отражать (свет, тепло, звук); отражаться; размышлять; раздумывать; отразить;
To consider	рассматривать; обсуждать; обдумывать; подумывать (о чем-л.); принимать во внимание; учитывать; полагать; считать;
To abuse	оскорблять; ругать; злоупотреблять; оскорбить; плохо обращаться (с кем-либо, чем-либо);
To integrate	интегрировать; объединять; составить единое целое; включить в состав; присоединить;
To concern	касаться; беспокоить; заниматься (чем-либо); коснуться; иметь отношение; иметь дело;
To develop	развивать; совершенствовать;
To propose	предлагать; вносить предложение; делать предложение (о браке; to); предложить;
To initiate	предпринимать; вводить (в должность и т. п.); начинать;

To establish	основывать; учреждать; создавать организовывать; устанавливать (обычай, факт); основать;
To discuss	обсуждать; дискутировать;
To reveal	показывать; обнаруживать; открывать; разоблачать;

**2. Find the following phrases in the text and translate them into Russian.**

third world developing country

rural area

adolescent

both gender and disability perspective

forms of violence

failure of the government

social embarrassment

take action

liability

psychologically and physically

stigmatization and discrimination

responsible for



oppression and injustice

in this regard

mainstream

envisioning and realizing change

as well as

an indispensable role

furthermore

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Бездействие правительства на всех уровнях препятствует определению проблемы и принятию мер.
- Исламское общество несет религиозную ответственность за обеспечение социальной безопасности и жизнеобеспечение своих граждан.
- Программы социального вовлечения, как на уровне общего образования, так и профессионального образования, должны быть представлены для женщин с ограниченными возможностями с целью их интеграции в жизнь общества.
- На сегодняшний день целью является всеобъемлющий социально-экономический

анализ статуса женщин и девочек подростков с ограниченными возможностями.

## **5. Answer the questions about the text.**

- Give the statistics about people living presently with disabilities in Bangladesh.
- How are women and adolescent girls with disabilities treated in their families?
- What have the social groups of the disabled been most dynamic in?
- What systems must become an important part of envisioning and realizing change for individuals?
- What are the objectives for today?

### **2.5 A worldwide network of equine therapies pedagogic farms as a mean to develop social education.**

The Spanish Association for Equine Therapies, AEDEQ, in agreement with CEESC (Catalan Social Educators Professional Association) and with FRDI (International Federation Riding for the Disabled) is organizing a worldwide network of pedagogic farms based on equine therapies. Each farm will be brought on totally by local educators, therapists, and farmers, and it will work as an exchange point for students, trained personnel and information, as well as a centre for practices and diffusion of a concrete set of aids to the local people: social educational assistance, sanitary prevention and aid,

primary needs (water, food, heat, medicines, clothes...) recollect and distribution, basic schooling, and professional formation in all fields related with the management of a modern, well equipped pedagogic farm. The pedagogic farms will be connected through internet, and will hopefully generate mobility of educators and information, which will highly benefit the poorest regions, if we all move with the aim of learning how to help, making friends to grow up together, sharing knowledge and living enthusiastically significant experiences to make our world a little better. Equine therapies are not simply to make a disable ride; we can do physical rehabilitation; psychotherapy; and educational therapy; but most of all, equine therapy deep meaning is to learn to live in a different way: treating the horses and other animals with humanity, we learn to behave properly as humans, with attention and care, with balance and communication, centered in constructive feelings and thoughts.

## **2.6 The social educator in the process of international adoption**

The role of the social educator in the process of International Adoption is essential at various stages, especially for educational support to families and children in their mutual adaptation. In these years the roles of the educator has been adjusted and taking on new challenges seeing that difficulties are changing and new requirements are coming up not only in the family but also in school and social environments. In addition to systematize and strengthen the educational support to children and their families during the process of adaptation, social educators issue mandatory monitoring reports to countries of origin. Social educators advise the families in the run up to the

adoption also we produce didactic materials for training families and teachers in the school environment. Social educators train professionals of formal education with regard to the characteristics and needs of adopted children also social educators participate in various forums, meetings and conferences in which the topic is International Adoption.

## **2.7 With citizens rights comes duties**

A 34 year old female resident of a small residential home for years hurt her self (scratching her body with sharp tools and so on) and verbally and physically abused staff and co-residents. She would scream very loud, bang the doors and get very angry when the staff tried to motivate her to do ordinary things in her home. The resident wouldn't accept help from the staff to bathe, groom herself and all personal hygiene, so she was eventually in a state where staff, co-residents and her co-workers was both afraid of her and shied away from giving her any specific attention because of her hygienic state. The staff eventually by the help of a special consultant achieved pedagogical methods and coordinatory skills to work together as a unit, so the resident would feel safe in the communication she got from the staff. Through dialogue with the resident about 'what's on and what's not' in society when you are a grown up citizen and in her residential home, she eventually decided that she wanted to stay in her home, rather than have to move to a different home with more special care. This has lead to far lesser episodes of anger and daily shouting; there have been no episodes of violence since the educational programme started. The programmes point was to make the staff decide, which daily decisions the

resident with her abilities actually can take in an enlightened way, and which decisions the staff will have to either guide her towards or take for her.

## **2.8 A case study from Sri Lanka.**

Sri Lanka has a land area of 64,000 sq. km. More than half of its nineteen million population live in villages, towns and cities in the coastal districts. Tsunami has created devastating situation in fifteen districts in coastal areas of Sri Lanka. Nearly 50,000 lives have been lost and about 10,000 are missing. It is reported that more than two million people were displaced. The displaced people have lost their homes, belongings and livelihood. Infrastructure facilities including schools have been destroyed. Women and children were the worst affected by the force of the December 2004 tsunami in Sri Lanka. Women were worst-hit because they were waiting on beaches for fishermen to return, or at home looking after children at the time. In many areas, about twice as many women as men lost their lives, leaving a large number of widowers. Many women died trying to care for their children and other family members. Since so many fishermen were lost at sea, thousands of widows are left alone. Under these condition IHDT started a project to empower widows through entrepreneurship training and support to start business ventures, to enable the women to earn an income for themselves and their family. This project supported 100 widows to work together, with advice from professional consultants, to run successful income earning businesses. The main activities were offer training, facilitated the formation of vocational groups, provided equipments and raw materials for business start ups and

provided support to the established businesses. The results were amazing. Today they are self sufficient in earning an income for their family members and some are doing very well establishing good businesses.

## **2.9 Social educators in hospitals**

The term Recreation and Entertainment Programs in Hospitals refers to the activities carried out with in-patients of any age, who due to the characteristics of their conditions have free time available. In Spain these programs are slowly developing and are mainly aimed at paediatrics patients. Figure of the social educator can and should be taken into account, since at present these activities are being carried out by volunteers from charities who lack suitable training and by socio-cultural educators who lack university education. Although this is a rather unexplored field, it is sensible to say that social-educators should work alongside with multidisciplinary teams of hospital workers, psychologists, pedagogues, social workers and school teachers. The recent introduction in Spanish hospitals of school teachers, the icon of formal education, encourages us to look forward to a similar move as far as non formal education is concerned.

## **2.10 Leveraging the media to create publicity resulting in social change for people with disabilities**

Lifeworks Services is a nonprofit organization in Minnesota that helps people with disabilities live fuller lives that are integrated into the flow of community experience. Serving over 1800 individuals, through

employment at area businesses, social enrichment opportunities, and customized support services, Lifeworks provides the tools clients need to build self determined lives. Every nonprofit/social service organization needs publicity to ensure others are aware of its goal, purpose, and mission. Breaking through the ‘noise’ in today’s information-overloaded society poses significant challenges. Good publicity is essential to the successes of any organization; however it is certainly important for those in nonprofit/social service organizations. Positive, message driven publicity can generate the kind of media exposure that leads to better understanding, corrected misconceptions, and increased support for your cause. Most importantly it can educate constituents and lead to reform. Lifeworks have experienced significant accomplishments in leveraging various media outlets by implementing effective and proven strategies.

## **2.11 Portrait of foster care placements**

Portrait of Foster Care Placements 40-50% of children placed in care outside their home are placed with foster families which is then the most frequent solution to offering children and young people alternative care. “Everybody has the right to a good upbringing” Children are the most life-affirming and miraculous thing one can think of. Every child being born has the right to have all personal needs taken into account to create the most optimal life development. Every child is born with parents who will do their best to provide the optimal and acceptable for the well-being and positive development of their child. Sometimes, for one reason or other, parents do not have the tools it takes to give what is needed.

In Denmark, the social authorities decide which arrangements to set in motion in order to create the most optimal and acceptable circumstances for a positive life development. One of the possibilities is to place the children and young people outside their home with foster families. Foster care placements happen within “normal” families. It doesn’t take a special education, but it takes special requirements. The family must be tolerant, solid and have both the physical and mental energy it takes to support and direct a foster child towards a positive development. They must be ready to take the child into their family and give the child a possibility to connect on equal terms with the other family members. Additionally they must be able to give space to and hold the parents and other family of the foster child. And they must be ready to be “foster family for life” because they often will become the natural network of the foster children during their youth and through adulthood.



**Глава 3. Система социальной помощи в странах  
мира  
PART 2**

**THIRD SEMESTER**

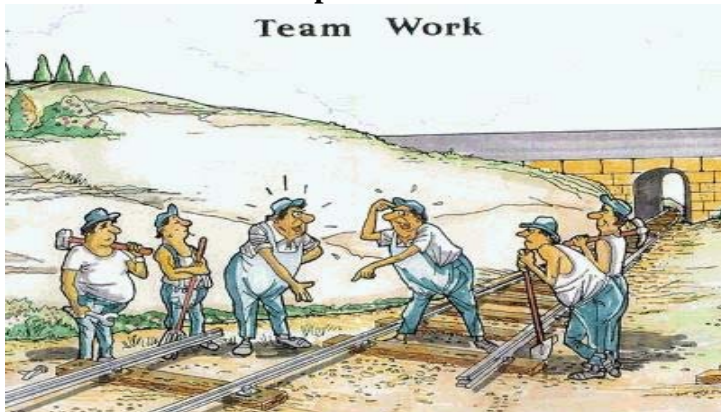
**Texts for reading comprehension**

**Translation with and without dictionary**

**Retelling**

**Discussion**

- **Look at the picture. What is the main idea?  
Describe the picture and speak about the  
situation in the picture.**



**Texts for reading comprehension**

*Read and retell the text. You can use your dictionary to  
find new words.*

### **3.1 The AIEJI association's name is: INTERNATIONAL ASSOCIATION OF SOCIAL EDUCATORS.**

In the late 1940s the Cultural Division of the French High Commissioner's Office in Germany assigned to H. Van Etten, Netherland, and H. Joubrel, France and Karl Härringer, Germany, the responsibility to organize an international meeting on "problems in the education of troubled children and youth".

The purpose of the meeting held in April 1949, was to promote in the aftermath of the war better understanding between the French and the Germans working with troubled youth. While originally the scope of the discussion involved only the German and French individuals, several representatives from other countries were later invited.

A second meeting took place in 1950 in Bad Durckheim, with a third following a year later in Freiburg-im-Breisgau. In each of these previous meetings the French Association of Educators brought enthusiasm to the discussions which in turn motivated participants from other countries to found similar organizations in their own country in support of the educator philosophy as evidenced in France.

By the time that the fourth conference was held in Germany on March 19, 1951, it was becoming clear that such international meetings were helpful in addressing the needs of young people. For this reason, in the mountains near Freiburg-im-Breisgau at Schluchsee, the participants organized the International Organization of Workers for Troubled Children and Youth (A.I.E.J.I.) and elected a Dutchman, D.Q.R. Mulock Houwer, who was then director of the "Zandbergen" schools in Amersfoort, to

become president. The infant association then had its headquarters in the Netherlands.

The participants at Schluchsee not only organized and developed the association now known as AIEJI; they also created the international logo of the association, which is recognized throughout the world today. Participants at the international meeting were struck by the road signs frequently seen in the Black Forest area pointing out wild animals' crossings. They thought that the leaping doe, later promoted to a gazelle with the addition of two horns on its head, evoked perfectly the springing movement of the brand new AIEJI. They put it with the Latin motto "in Libertate sursum".

The world globe which serves as a background today to the gazelle appears in the minutes of the III World Congress of AIEJI held in Fontainebleau in 1956. At the time of the international association there were affiliated national organizations existing in Belgium, France, the Netherlands and Germany. Since that time, other national associations have been created and have joined the international association of AIEJI.

The purpose of the association is to emphasize and promote the philosophy of social education and its uniqueness in being actively involved in partnership with clients, working with them, not only individually but in groups, families, communities, in the milieu, towards the development of their strengths and in resolving personal, social, and community difficulties.

The purposes then are to:

1. Unite social educators from all countries and promote quality practice that seeks to ensure the best for people served by the profession.
2. Encourage the richness of diversity by promoting the working together of people of different

backgrounds and cultures through the international membership of AIEJI.

3. Contribute to the development of professional education and training to increase the competence of all social educators.

4. Promote the organization of the social education profession and encourage networking among AIEJI members to increase international collaboration.

5. Emphasize professional practice and educational methods based on the United Nation's declarations of human and children's rights.

### 1. Study the verbs:

Слово	Перевод
To assign	назначать; определять;
To organize	организовывать; устраивать;
To promote	продвигать; содействовать; поддерживать; повышаться по службе;
To involve	включать; влечь за собой; вовлекать;
To take place	происходить; иметь место; случаться; совершаться;
To found	основывать; закладывать;
To support	поддерживать; помогать; содержать (семью и т. п.); содействовать;

To elect	выбирать; избирать;
To evoke	вызывать; пробуждать (чувства);
To develop	развивать; совершенствовать;
To recognize	узнавать; осознать; признавать; выразить одобрение; распознавать;
To affiliate	присоединять; объединять;
To seek	разыскивать; разузнавать; прилагать усилия;
To ensure	обеспечивать; гарантировать; ручаться;

**2. Find the following phrases in the text and translate them into Russian.**

troubled children and youth

purpose of the meeting

aftermath

scope

in support of

throughout the world

background

purpose of the association

uniqueness

richness of diversity

### **3. Read and translate the text. Use the dictionary.**

#### **4. Translate into English.**

- Целью этой встречи, проводимой в апреле 1949 года, было сотрудничество в преодолении последствий войны и установление понимания между французами и немцами в работе с трудной молодежью.
- В каждой из предыдущих встреч Французская ассоциация Образования проявляла энтузиазм к дискуссиям, которые мотивировали одну за другой участников основывать подобные организации в своих странах в поддержку философии образования на примере Франции.
- Участники встречи в Шлюче не только организовали и основали ассоциацию, которая сейчас известна как АИЕЖ, они также создали международный логотип ассоциации, который известен сегодня всему миру.
- Другие национальные ассоциации были созданы и присоединились к международной ассоциации АИЕЖ.
- Содействовать распространению профессии социального педагога и поддерживать взаимодействие членов АИЕЖ с целью укрепления международного сотрудничества.

## **5. Answer the questions about the text.**

- What was the purpose of the meeting held in April 1949?
- What was the name and who became the president of the Organization formed on March 19, 1951?
- Describe the international logo of the AIEJI.
- What is the purpose of the association?

### **3.2 The UN-convention on the rights of persons with disabilities**

Adults with significant mental impairments are in constant need of assistance. Most of them live in institutions and many other are directed heteronymously and excluded from society. The UN-Convention on the rights of persons with disabilities increases their visibility as human beings entitled to the same fundamental rights as their fellow citizens. The question will be how to 'live' the Convention in institutions for adults with significant mental impairments.

Two main principles of the Convention are the principles of self-determination and social inclusion. When self-determination is only interpreted as 'doing it yourself' then there is an obvious problem for persons with significant mental impairments. Therefore self-determination must mean to provide support where it is needed but let the concerned persons participate to the greatest extent in the process. Regarding social inclusion, attention has to be paid to the fact, that it is very difficult and often not in the interest of adults with significant mental impairments (who are e.g. nonverbal as well) to

enable access to employment (economic dimension). Therefore, it is even more important to give them a meaningful 'job' within the house community where they will be given credits for their work and feel themselves valuable and needed. It is important to address as well other dimensions like the integration in a social community (e.g. shopping opportunities, contacts to other locals, mobility in and outside the institution), the cultural integration, psychic-emotional integration (e.g. absence of violence, providing the feeling of 'home') and integration on the base of membership (e.g. arranging contacts to peer groups, family, visiting local events). As the convention underlines the promotion and protection of dignity it is as well essential to define the meaning of dignity. If dignity is solely defined in the context of the Age of Enlightenment, which sees man as a rational being and defines dignity as the ability to make a choice between good and bad, people with significant mental impairments are once more discriminated. Therefore it is important to see dignity under the aspect of absence of humiliation. Other main principles are the principles of equal opportunities and non-discrimination.

### **1. Study the verbs:**

<b>Слово</b>	<b>Перевод</b>
To entitle	давать право (на что-либо); озаглавливать; называть;
To need	нуждаться; иметь потребность;
To participate	участвовать;                          принимать участие;



To enable	дать возможность; облегчать; давать право; позволять;
To address	обратиться;                      называть; направить;
To define	давать                      определение; устанавливать; определить;

**2. Find the following phrases in the text and translate them into Russian.**

mental impairments

fellow citizens

self-determination

valuable

arranging contacts to peer groups

choice between good and bad

humiliation

**3. Read and translate the text. Use the dictionary.**

**4. Translate into Russian.**

- Adults with significant mental impairments are in constant need of assistance.

- The UN-Convention on the rights of persons with disabilities increases their visibility as human beings entitled to the same fundamental rights as their fellow citizens.
- Therefore self-determination must mean to provide support where it is needed but let the concerned persons participate to the greatest extent in the process.
- As the convention underlines the promotion and protection of dignity it is as well essential to define the meaning of dignity.

## **5. Answer the questions about the text.**

- What are two main principles of the Convention?
- How is the dignity defined in the context of the Age of Enlightenment?
- What are the other main principles?

### **3.3 A short introduction to social educational work**

Social educational work has its historical roots in work with children and young people. The profession comprises education and conditions of childhood and adolescence in a broad sense, and in some particular contexts it includes treatment. Today, social educational aid targets disabled children, adolescents and adults as well as adults at particular risk: the mentally disordered, alcohol or drug abusers, homeless people etc. Social educational work is constantly developing with regard to the various forms of measures, target groups, methods etc.

Social education is characterized as a special strategy that contributes to the integration of the community. It is the answer of the community to some of its integration problems - not all of them, but those arising from social and educational situations of need. Social education deals with excluded and marginalized people in a special way, and this means that the contents and character change according to the social, cultural and educational situations of need that are created by the community.

Social education can be defined as *the theory about how psychological, social and material conditions and various value orientations encourage or prevent the general development and growth, life quality and welfare of the individual or the group.*

A fundamental element in social educational work is to facilitate integration and prevent marginalization and social exclusion. This is done in a social interaction process in order to support and help exposed individuals and groups at risk so that they may develop their own resources in a changing community.

In social education the practitioners engage in an activity and use themselves in order to support and enhance the user's development together with the user. Social education is an intentional action. It is the result of conscious deliberations that are converted into a planned and target-oriented process. The interventional character of social education means that, based on professional deliberations, objectives for other people's development and lives are defined. This is why the profession is based on a set of ethical values as well.

Social educational work is understood as a process of social actions in relation to individuals and various groups of individuals. The methods are multidimensional

and include: care, education, intervention, treatment, development of non-exclusive life space treatment etc. The goal is full sociability and citizenship to all.

### 1. Study the verbs:

Слово	Перевод
To comprise	включать; заключать в себе; составлять;
To contribute	делать вклад (в науку и т. п.); способствовать; содействовать; сотрудничать; участвовать;
To include	содержать; включать; охватывать; иметь в своём составе;
To be characterized	характеризовать; отличать; служить отличительным признаком; изображать;
To arise (from)	проистекать; происходить;
To deal with	вести дела с (кем-л./чем-л.); обсуждать; касаться; ладить (с людьми);
To mean	иметь ввиду; подразумевать; думать; предназначать; значить; означать;
To change	менять; изменять; обменивать; переодеваться; делать пересадку (на

	другой поезд, трамвай и т. п.);
To define	давать определение; устанавливать; определить; дать определение; охарактеризовать; устанавливать значение (слова и т. п.);
To encourage	ободрять; вселять мужество, надежду; воодушевлять; поощрять; поддерживать; подстрекать; потворствовать; ободрить; поощрить; поддержать; подстрекнуть; способствовать; обнадёживать; подбадривать; окрылять; приободриться;
To prevent	предотвращать; предупреждать; предохранять; мешать; препятствовать; не допускать;
To facilitate	облегчать; способствовать; содействовать; продвигать;
To support	поддерживать; подпирать; помогать (материально); содержать (семью и т. п.); защищать; содействовать; подтверждать;
To engage	нанимать; принимать на работу; заказывать; заниматься (чем-либо); участвовать; занимать; привлекать; обручиться;
To use	употреблять; пользоваться; применять; использовать;

To enhance	увеличивать; усугублять; активизировать;	усиливать; увеличить;
To convert	превращать; переделывать; трансформировать;	обращать; обратить;
To understand	понимать; догадываться;	предполагать;
To include	включать; заключать;	охватывать; иметь в своём составе; учитывать; содержать в себе;

**2. Find the following phrases in the text and translate them into Russian.**

work has its historical roots

profession comprises

childhood and adolescence

disabled children

mental disorder

alcohol or drug abuser

homeless people

contributes to the integration

arising from social and educational situations

created by the community

can be defined

development and growth

life quality and welfare

in order to

groups at risk

their own resources

interventional character

the profession is based on

in relation to

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Профессия предусматривает воспитание и улучшение условий жизни детей и взрослых в широком смысле, а в некоторых случаях - и лечение.
- Социальное образование характеризуется как особая стратегия, которая необходима для интеграции общества.
- основополагающий элемент работы социальных педагогов - способствовать интеграции и предотвращать маргинализацию и исключение из жизни общества.

- Это является результатом сознательных размышлений, преобразованных в спланированный, целее ориентированный процесс.
- Вот по этой причине профессия основывается на этических ценностях.
- Методы – многомерны и включают в себя: уход, воспитание, помощь, лечение, развитие не исключающего из жизни общества пространства.

#### **5. Answer the questions about the text.**

- What is the history of the social educational work?
- What are the categories of people that social educators deal with?
- How does the contents and character of the social work change in while work with different categories of people?
- How can be social education defined?
- Describe the fundamental element in social educational.
- What is the profession of the social educator based on?
- What are the goal and the methods of the social educational work?

### **3.4 Social services**

The organization of personal social services in different societies is extremely variable. Ethnicity and urban deprivation have added new dimensions to need that cut across the traditional client categories of families,



children, youth, the sick and handicapped, the unemployed, the aged, and the delinquent. Nevertheless, there are continuities and consistencies in the pattern of needs that characterize these major client groups.

Social service also called welfare service, or social work, any of numerous publicly or privately provided services intended to aid disadvantaged, distressed, or vulnerable persons or groups. The term social service also denotes the profession engaged in rendering such services. The social services have flourished in the 20th century as ideas of social responsibility have developed and spread. The basic concerns of social welfare—poverty, disability and disease, the dependent young and elderly—are as old as society itself. The laws of survival once severely limited the means by which these concerns could be addressed; to share another's burden meant to weaken one's own standing in the fierce struggle of daily existence.

In most countries social welfare services, or personal social services, rather than being separately organized and administered, are often attached to other major social services, such as social security, health care, education, and housing. This is explained by the course of their historical development. Statutory and voluntary social services have evolved in response to needs that could not be fully met by individuals either alone or in association with others. Among the factors determining the present nature of such services are, first, that the growth in the scale and complexity of industrial societies has added to the obligations of central and local governments. Second, the increasing wealth and productivity of industrial societies has heightened public expectations regarding standards of living and standards of justice, at the same time augmenting the material capacity

to meet those expectations. Third, the processes of social and economic change have grown to such proportions that individuals are increasingly ill-equipped to anticipate and cope with the adverse effects of such change. Fourth, it is difficult and sometimes impossible to recognize and provide for the idiosyncratic needs arising from the interaction of social and personal life.

Any family can experience crises that it is powerless to control. The hardships of ill health and unemployment can be compounded by loss of income; divorce and separation can impede the welfare and development of young children; and long-term responsibility for dependent relatives can impair the physical and emotional well-being of those who provide the care. A very small number of families experience such intractable problems that they require almost continuous help from personal social services. Some of these families present problems of deviant behaviour, including family violence and child abuse, irregular attendance or non enrollment in school, alcohol and drug abuse, and crime and delinquency. Not all poor families, however, make heavy demands on social welfare services; indeed considerable hardship could be alleviated through more efficient use of existing services.

Over time, social workers have acquired a special responsibility for people whose particular needs fall outside the aegis of other professions and agencies. Apart from the requirements of individuals and families with serious long-term social and emotional problems, personal social services meet a wide spectrum of needs arising from the more routine contingencies of living. Inevitably, personal social services are primarily concerned with reacting to a crisis as it occurs, but today much effort is being invested in preventive work and in the enhancement

of welfare in the wider community. In this respect comparison can be made with the traditional aim of social security—the reduction of poverty—and the more ambitious objective of income maintenance. Social services generally place a high value on keeping families together in their local communities, organizing support from friends or neighbours when kinship ties are weak. Where necessary, the services provide substitute forms of home life or residential care, and play a key role in the care and control of juvenile delinquents and other socially deviant groups, such as drug and alcohol abusers.

### 1. Study the verbs:

Слово	Перевод
To cut across	противоречить
To intended	намереваться; хотеть; собираться; иметь в виду; предполагать;
To engage	нанимать; заниматься (чем-либо); участвовать; привлекать; брать на себя обязательство; обручиться; занять;
To denote	указывать; показывать; отмечать; обозначать; значить; означать;
To aid	помогать; способствовать; поспособствовать; оказывать содействие; оказывать поддержку; оказывать помощь; облегчать; ускорять; содействовать прогрессу; способствовать развитию;

To flourish	пышно расти; процветать; преуспевать; быть в периоде расцвета; жить и работать (об исторических лицах);
To evolve	развивать; развёртывать; развиваться; эволюционировать;
To anticipate	ожидать; предвидеть; предчувствовать; предвкушать; предвосхищать; ускорять (наступление чего-либо); прогнозировать;
To alleviate	облегчать (боль, страдания); смягчать; смягчить;
To impede	препятствовать; затруднять (общение, уличное движение, переговоры и т. п.); задерживать; мешать; осложнять;

**2. Find the following phrases in the text and translate them into Russian.**

variable

ethnicity and urban deprivation

handicapped

continuities and consistencies

to share another's burden

social responsibility

scale and complexity of industrial societies

standards of living and standards of justice

adverse effects of change

intractable problems

deviant behaviour

violence

child abuse

irregular attendance or non enrollment in school

juvenile delinquents

contingencies of living

inevitably

either ... or

preventive work

enhancement

kinship ties

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Понятие «система социального обслуживания» подразумевает профессиональную деятельность, осуществляющую соответствующие услуги.
- В большинстве стран служба социального обеспечения, или система бытового обслуживания, входит в структуру социальных учреждений (социальная защита, здравоохранение, образование и жилищные службы).
- Любая система может переживать кризис, с которым она не в состоянии справиться.
- Немногие семьи встречаются с непреодолимыми проблемами, для решения которых им необходима постоянная помощь социальных служб.
- Со временем, социальные работники получили особые обязанности заботы о людях, чьи индивидуальные потребности выходят за пределы защиты других профессий и ведомств.

##### **5. Answer the questions about the text.**

- What are the basic concerns of social welfare? Characterize major client groups.
- Name the factors determining the present nature of social services.
- What can ill health and unemployment be compounded by?
- What do social services invest their effort in today? What is their main concern?

### **3.5 THE FAIRstart lifelong learning PROJECT**

A large number of European citizens are excluded before age three: from lifelong learning, the knowledge society and the training of the eight key competences for all European citizens. They will not be able to live fulfilling lives. The citizens in question are the orphaned children placed in various kinds of orphanages in most European countries. Between 10 and 50 children (under age three) of each 10.000 in Europe grow up without the most important teachers in their lives: the parents. An estimated 3-4 % of the population in general experiences so poor conditions that they do not receive the proper human, psychological or social care needed to develop basic human resources for later learning. The lack of basic care and contact prevents them from being able to participate in social life, educational activities or any kind of productive citizenship. A large number of these children will suffer from severe personality disorders throughout their entire life, and acquire criminal or addictive behaviour patterns as adults.

The rationale of the **FAIR**start project is based on a scientifically well established hypothesis: learning competence and relevant social behaviour development - through toddler age, school age and youth - to a large extent depends on the first learning process in the parent/child relationship from birth and up to age 3.

In the early relation, the child acquires basic functions for learning in general: concentration, motivation, frustration tolerance, impulse regulation, emotional stability, mutual attention and other premises of any later learning process, be it social or cognitive in nature. Early caretaker stimulation is also crucial to brain development in general, as well as to intelligence development in particular. The objectives of the project: digital media and community based training programs.

The **FAIR**start project has a clear aim: orphaned children in particular (who are separated from their parents by circumstance) can be studied and stimulated through development of orphanage conditions in order to understand the positive imperatives of early stimulation. The results from these stimulation programs and organizational development in orphanages can be transferred to other fields – such as institutions for deprived groups, children of immigrants and fugitives, underdeveloped areas, etc. The ultimate objective is to initiate a process of developing a European Qualification Framework for orphan caretakers, and other people working with basic human care, focusing on children 0-3 at risk of deprivation and later maladjustment. The orphanage population represents the most severe version of this problem, containing approximately 40.000 children in Europe under age three.

### 1. Study the verbs:

Слово	Перевод
To exclude	исключать; отказать;
To be able	уметь; быть в состоянии;
To fulfill	выполнять; исполнять; удовлетворять; осуществлять;
To estimate	оценивать; давать оценку; судить (о чем-л.); подсчитывать приблизительно; определять;
To develop	развивать; совершенствовать;



To prevent from	Препятствовать;
To suffer from	страдать (от чего-л.);
To acquire	приобретать; получать; овладевать (каким-л. навыком);
To establish	основывать; учреждать; создавать;
To transfer	переставлять; перекладывать; переводить;
To initiate	предпринимать; начать; приступать; положить начало; возникнуть;

**2. Find the following phrases in the text and translate them into Russian.**

lifelong learning

orphaned children

poor conditions

human resources

participate in social life

productive citizenship

severe personality disorders throughout their entire life

criminal or addictive behaviour

toddler

to a large extent

concentration

frustration tolerance

impulse regulation

emotional stability

brain development

in particular.

by circumstance

deprived groups

children of immigrants and fugitives

maladjustment

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Недостаток элементарной заботы и общения препятствует возможности их участия в общественной жизни, образовательной деятельности и любого рода деятельности по воспитанию граждан.
- Огромное количество этих детей будет страдать серьезными личностными нарушениями всю свою жизнь, и приобретет склонность к разного рода зависимости.

- Поощрение опекунами на раннем этапе также имеет решающее значение для развития интеллекта, в целом, и умственных способностей, в частности.
- Проект **FAIR**start имеет четкую цель: дети-сироты (которые в силу обстоятельств разлучены со своими родителями) могут быть изучены и поощрены через развитие условий приютов.

### 5. Answer the questions about the text.

- Who is the **FAIR**start project aimed at?
- Why is the **FAIR**start project important?
- What is the **FAIR**start project based on?
- Name the basic functions for learning which the child acquires for learning in general.
- How can be the results from these stimulation programs transferred to other fields?

### 3.6 History of social work

In the advanced industrial societies the personal social services have always constituted a “mixed economy of welfare,” involving the statutory, voluntary, and private sectors of welfare provision. Although the role of personal social services is crucial, they account for only a small proportion of total welfare expenditures. The most substantial increases in expenditures have occurred in social security systems, which provide assistance to specific categories of claimants on the basis of both universal and selective criteria. The development of modern social security systems from the 1880s reflects not only a gradual but fundamental change in the aims and

scope of social policy but also a dramatic shift in expert and popular opinion with regard to the relative significance of the social and personal causes of need.

In the belief that personal shortcomings were the chief cause of poverty and of people's inability to cope with it, the major 19th-century systems of poor relief in western Europe and North America tended to withhold relief from all but the truly destitute, to whom it was given as a last resort. This policy was intended as a general deterrent to idleness. The poor-law relieving officer was the precursor of both the public assistance officials and the social workers of today in his command of statutory financial aid. The voluntary charitable agencies of the time differed on the relative merits of deterrent poor-law services on the one hand, implying resistance to the growth of statutory welfare, and on the provision of alternative assistance to the needy, coupled with the extension of statutory services, on the other hand. From the 1870s the Charity Organization Society and similar bodies in the United States, Britain, and elsewhere held strongly to the former option, and their influence was widespread until the outbreak of World War II.

The settlement movement in Britain and the United States drew voluntary workers into direct contact with the serious material disadvantages suffered by the poor. The pioneer of this movement was the vicar Samuel A. Barnett, who in 1884 with his wife and a number of university students “settled” in a deprived area of London, calling their neighbourhood house Toynbee Hall. Two visitors to this settlement soon introduced the movement into the United States—Stanton Coit, who founded Neighborhood Guild (later University Settlement) on the Lower East Side of New York City in 1886, and Jane Addams, who with Ellen Gates Starr founded Hull House

on the Near West Side of Chicago in 1889. From these prototypes the movement spread to other U.S. cities and abroad through Europe and Asia.

The origins of modern social casework can be traced to the appointment of the first medical almoners in Britain in the 1880s, a practice quickly adopted in North American and most western European countries. The almoners originally performed three main functions: ascertaining the financial eligibility and resources of patients faced with the rising costs of medical care, providing counseling services to support patients and their families during periods of ill health and bereavement, and procuring adequate practical aids and other forms of home care for discharged patients. Elsewhere secular and religious charitable associations providing financial help, educational welfare, and housing for the poor began to employ social workers.

By the turn of the century, there were various schemes for organizing charitable work on “scientific” principles according to nationally agreed standards of procedure and services. In Britain, the United States, Germany, and, later, Japan, leading charities worked in conjunction with poor-law and public assistance authorities, an approach endorsed in 1909 in the majority report of the British Royal Commission on the Poor Law. The first schools of social work, usually run by the voluntary charitable agencies, appeared in the 1890s and early 1900s in London, New York City, and Amsterdam, and by the 1920s there were similar ventures in other parts of Western Europe and North America and in South America. The training programs combined casework methods and other practical forms of intervention and support, with particular emphasis on working in

cooperation with individuals and families to restore a level of independence.

From the 1900s onward the surveys conducted by Charles Booth in London and Seebohm Rowntree in York and by other researchers began to transform conventional views of the role of the state in social welfare and the relief of poverty, and the social causes of poverty came under scrutiny. At the same time, the scope of social work was growing, with the spread of settlement houses, to include group work and community action.

### 1. Study the verbs:

Слово	Перевод
To constitute	составлять; учреждать; основывать; назначать (комиссию, должностное лицо);
To account for	объяснять; составлять; отчитываться;
To cope with	справляться; справляться с;
To spread	развёртывать; развернуть; раскинуть; простирать; распространять;
To tended to	проявлять тенденцию к;
To withhold	отказывать (в чем-либо); воздерживаться (от чего-либо); удерживать; умалчивать; не сообщать; скрыть; отказывать в; удерживаться;

To adopt	усыновлять; удочерять; признавать в качестве (кого-л.); принимать;
To employ	предоставлять работу; нанимать; заниматься; взять на службу; взять на работу; принимать на работу;
To restore	восстанавливать; реставрировать (картину и т. п.); возрождать (обычай, традиции и т. п.); реконструировать;

**2. Find the following phrases in the text and translate them into Russian.**

welfare provision

expenditures

substantial increase

with regard to

general deterrent to idleness

precursor

both ... and ...

statutory financial aid

charitable agencies

on the one hand

the outbreak of World War II

disadvantage

in conjunction with

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Более существенное увеличение расходов произошло в системе социальной защиты, которая обеспечивает помощь определенным категориям лиц, на основе, как общего, так и отборочного критериев.
- Ведающий помощью бедным был предшественником сегодняшних представителей социальной помощи и социальных работников по вопросу управления финансовыми средствами.
- Движение поселенцев в Великобритании и Соединенных Штатах привело общественных работников к непосредственному контакту с серьезным неблагоприятным положением, испытываемым бедными.
- На пороге нового столетия существовали различные формы организации благотворительной работы на «научных» принципах в соответствии с принятыми на национальном уровне стандартными процедурами и услугами.
- Программы подготовки объединили методы изучения условий жизни неблагополучных семей, и другие практические формы воздействия и поддержки, особо обращая внимание на работу



совместно с отдельными лицами и семьями для восстановления уровня самостоятельности.

## **5. Answer the questions about the text.**

- When did the development of modern social security systems started?
- How did the Charity Organization Society and similar bodies in the United States, Britain, and elsewhere develop?
- How was the settlement movement organized in Britain? Who was its founder? How did the movement start in the United States?
- What are the origins of modern social casework?
- What are three main functions the almoners originally performed?
- Speak about the first schools of social work around the world.

### **3.7 Social work training**

In practice the demand for personal social services does not fall into clearly defined categories. Welfare needs often overlap, and the needs of individuals often affect their families or associates. The range of skills required for effective service provision is equally complex. Inevitably, therefore, opinions differ on the training and deployment of social workers.

In the United States, the United Kingdom, Canada, Australia, New Zealand, Japan, and India the bulk of training is provided in the higher-education system, whereas in France, Germany, Norway, and Sweden it is conducted mainly in separate institutions. Most social workers are employed in either statutory or voluntary agencies; outside the United States very few are engaged

in private practice. There is much diversity in their training and deployment, but the role of social workers has broadened, making them individually responsible for a wide range of methods and client groups. In some cases specialized social workers are deployed in teams. Opinions differ on the relative effectiveness of the alternative methods of intervention—direct casework, or counseling, on the one hand and indirect social-care planning on the other. Voluntary and private agencies tend to perform more specialized roles, centered on particular client groups and age groups requiring special methods of care and service delivery.

### 1. Study the verbs:

Слово	Перевод
To demand	требовать (с кого-либо, от кого-либо); предъявлять требование;
To affect	действовать; влиять;
To provide	снабжать; обеспечивать; предоставлять;
To conduct	вести; сопровождать; дирижировать;
To employ	предоставлять работу; нанимать;
To engage	нанимать; занимать; привлекать; обручиться; включать;

To broaden	расширять; распространять; увеличивать;
To deploy	развёртывать; разблокировать;
To differ	отличаться; различаться;
To tend to	направляться к; иметь склонность к; иметь тенденцию к; стремиться;
To perform	исполнять; представлять; играть (пьесу, роль и т. п.);
To require	потребовать; испытывать необходимость;

**2. Find the following phrases in the text and translate them into Russian.**

in practice

overlap

associates

inevitably

therefore

methods of intervention

on the one hand and ... on the other

**3. Read and translate the text. Use the dictionary.**

#### **4. Translate into English.**

- Потребности соцобеспечения часто совпадают, а потребности отдельных лиц часто сказываются на их семьях или коллегах.
- В некоторых случаях специализированные социальные работники действуют единой командой.
- Добровольческие и частные агентства стремятся создать более специфичные роли, сосредоточенные на определенных группах клиентов и возрастных группах, которым необходимы особые методы ухода и его осуществления.

#### **5. Answer the questions about the text.**

- How is the training provided in the United States, the United Kingdom, Canada, Australia, New Zealand, Japan, and India? How does it differ in France, Germany, Norway, and Sweden?
- What are the methods of intervention, mentioned in the text?

### **3.8 Differences between the EU and US Paradigm on social education**

Although in most of Europe socio-educational care work is a well-recognized and established profession, it is neither of those in the United States. The body of knowledge that guides social education in Europe is not taught in the US. Subsequently, the practice of

professional socio-educational care work does not take place there either. Unlike in the EU where social educators are required to have a professional training on the level of higher education for at least 3 years, requirements for US direct support staff are much less. In the US one often only needs to be 18 years old, have a clean criminal record and a driving license. Most US social educators have no more than 4 weeks training by their agency. It leaves them with hardly any social status or esteem: it is looked upon as something one does on the side; as a second or third job. In most cases the position pays only slightly better than the minimum allowed by law. Secondly, social education in the US is more medical and clinical-based than the holistic approach in the EU. This results in different objectives: where the US social education model aims at treating disabilities and curing pathologies, EU socio-educational care work is more about promoting individual growth and competences of the client. Thirdly, EU social education is typically conducted in daily life settings. In contrast with the US where often behavioral modification and cognitive therapy techniques are used to promote change, rather than fostering growth through relationship and participation in a more natural environment. International Learning Exchange (ILEX) tries to fill the gap between EU and US social education by giving European social educators the opportunity to work for a year in an American organization. By working side-by-side with American colleagues, the ILEX experience becomes a catalyst for professional exchange - a sharing of different professional knowledge, values and ideas. Most often, the exchange leads to a discussion as to the 'why' of the work itself. Why are the services provided? Why are they provided in this particular way? What are our goals for our client? How can we best reach those

goals? The process of answering these ongoing questions creates a dynamic learning environment. It improves professional knowledge and cultural understanding. Ultimately, it improves social education itself and supports a richer, more fulfilling life to the clients being served.

### 1. Study the verbs:

Слово	Перевод
To guide	вести; направлять; руководить; определять; управлять;
To take place	происходить; произойти; иметь место; случаться;
To leave	уходить; уезжать; оставлять; покидать;
To improve	улучшать; совершенствовать;

### 2. Find the following phrases in the text and translate them into Russian.

socio-educational care

subsequently

professional training

criminal record

driving license

esteem

cognitive therapy

rather than

side-by-side

ultimately

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- В США необходимо быть совершеннолетним, иметь водительское удостоверение и не быть судимым.
- Международные программы по обмену (ILEX) стремятся заполнить эти пробелы между социальным образованием в странах Европейского Союза и Соединенных Штатов, давая возможность социальным педагогам из Европы работать в течение года в американской организации.
- В процессе поиска ответов на эти злободневные вопросы возникает атмосфера динамичного обучения.

**5. Answer the questions about the text.**

- What are the main differences between the EU and US paradigm on social education?
- Compare the aims of social education model in US and in EU.
- Why are the exchange programs so important for both EU and US?

### **3.9 Principle of Subsidiarity.**

The principle of subsidiarity is based on the ideas of the philosopher Thomas Aquinas (about 1225-1275). His concept was grounded in the religious conviction that mankind has to be seen as a part of the story of the Creation and that the Creation follows the “lex eterna” which is closely connected with the naturalistic “lex naturalis”. Due to these laws people have very limited freedom to act, a limited will of their own. To the contrary, mankind has to follow God’s plan of the Creation, and this plan sees the individual embedded in a family structure.

This concept is the naturalistic idea of a society which can be seen as a functional system where the society is a system of concentric lines with the individual in the centre. The social system which is nearest to the individual is the family. The next bigger entity is the local community, followed by the region and finally the national state. Each system has its own mechanisms to regulate life for the benefit of its members, and intervention from outside would be seen not only as unnecessary but also as detrimental.

Each welfare system and the presence or absence of the principle of subsidiarity is based on values which differ between the cultures. Comparisons between the welfare systems must therefore include reflections about questions regarding different social values. Only two of these questions shall be mentioned here:

- Is it compatible with the core ideas of democracy that the important sector of social welfare priority is given to religious or private organisations?



- Will the mutual economic dependence of the members in a family strengthen the cohesiveness in the family or will it more often be a cause for conflicts in the family? Will economic independence from each other lead to better relations in the families because mutual support and solidarity is more voluntary?

The different political, organisational and sociological conditions in the different welfare systems influence the tasks of the social workers and their professional role. Social workers shouldn't be expected to agree totally with the presence or absence of the principle of subsidiarity in their country in one or another form. Their individual attitude may be influenced by their own socialisation, professional education and their role as a member of a social service organisation. But they should have knowledge of how such central factors of the welfare system influence their working conditions and, moreover, they should have a conscious attitude towards them. This is a precondition for a goal orientated practice of social work.

Literature:

Cannan, Crescy; Berry, Lynne and Lyons, Karen (1992): *Social Work in Europe*. Macmillan.

[www.destatis.de/indicators/d/arb430ad.htm](http://www.destatis.de/indicators/d/arb430ad.htm) (November 2006).

**1. Study the verbs:**

Слово	Перевод
To follow	идти (за кем-л., чем-л.); сопровождать (кого-либо); быть последователем; заниматься (чем-либо); последовать; идти

	за;
To connect	соединять; связывать;
To act	действовать; поступать; вести себя; принимать участие (в каком-л. деле);
To see	видеть; смотреть; понимать; сознать; испытывать; встречаться;
To regulate	регулировать; упорядочивать; выверять; отрегулировать; приспособлять (к условиям);
To differ	отличаться; различаться; расходиться во мнениях;
Must	долженствование; долг; необходимость; (модальный глагол);
Can	мочь (модальный глагол); быть в состоянии; иметь возможность; уметь;
Would	модальный глагол, выражающий упорство; желание; вероятность; вежливую просьбу;
May	иметь возможность; быть вероятным;
Should	следует; должен;

To include	содержать; включать; охватывать; иметь в своём составе; учитывать; заключать; содержать в себе;
To support	поддерживать; помогать (материально); содержать (семью и т. п.); защищать; содействовать; подтверждать;
To influence	оказывать влияние; влиять; воздействовать;
To expect	ожидать; ждать; рассчитывать; надеяться; предполагать;
To agree	соглашаться (с кем-либо, с чем- либо, на что-либо); договариваться; сходиться во мнениях; согласовывать;
To influence	оказывать влияние; влиять; воздействовать;
To mention	упоминать; ссылаться на; обмолвиться;

**2. Find the following phrases in the text and translate them into Russian.**

principle of subsidiarity

was grounded

religious conviction

mankind

due to

limited freedom

society

entity

community

benefit

intervention

not only as unnecessary but also as detrimental

presence or absence

comparisons

therefore

reflection

core ideas

priority

dependence

cohesiveness

mutual support

attitude

conscious

towards

goal orientated practice

### **3. Read and translate the text. Use the dictionary.**

#### **4. Translate into English.**

- Из-за таких законов у людей ограничена свобода действия, ограничена собственная воля.
- Социальная система, ближайшая человеку – семья.
- Поэтому сравнения между социальными системами должны содержать вопросы, отражающие различные социальные ценности.
- Различные политические, организационные и социологические условия в различных социальных системах влияют на задачи социальных работников и их профессиональную роль.
- Им следует знать, как такие центральные факторы социальной системы влияют на условия их работы.

#### **5. Answer the questions about the text.**

- What is the principle of subsidiarity based on?

- Describe the concept of the philosopher Thomas Aquinas.
- Which questions should be included into the comparisons between the welfare systems?
- What conditions influence the tasks of the social workers and their professional role?
- What may their individual attitude be influenced by?
- Why is the knowledge of how central factors of the welfare system influence the working conditions of social workers and their attitude towards them is important?

### **3.10 Education for citizenship through Brazilian university extension**

Higher Education Institutions in Brazil usually run projects together with local communities called 'Extension Projects'. The central aim of these extension projects is to prepare students to be involved in their local communities (mainly poor community) as critical citizens, by thinking critically, and developing a sense of social responsibility, autonomy and independence.

However, on the whole, those involved with extension projects fail to adhere to this aim and education for citizenship is generally not very developed. This research is a case study of the Brazilian policy of

university extension based on the State University of Ponta Grossa (UEPG). Three central questions are addressed: What is the meaning of citizenship and education for citizenship for lecturer-coordinators and students involved with extension projects? How do lecturer-coordinators work on citizenship with their students? What are the implications of the ways in which extension projects for education for citizenship are undertaken? Seeking to answer these questions, the research draws on the Brazilian historical process of the development of citizenship and conceptions of education for citizenship. Sources of data include questionnaires, interviews and observations that were carried out with lecturer coordinators and students. The categories of rights, duties and participation are identified as expressing the meaning of citizenship. The categories of information and conscientisation are the two that express the relationship between citizenship and education. Three kinds of practices (training, altruistic and critical) are observed as being developed in the extension projects. In addition, the research discusses the extent to which extension projects in UEPG can be seen to provide space for meaningful and critical education for citizenship

### **3.11 The university education of the social educator in Italy, between temptations and opportunities**

In the last ten years, in Italy, the basic education of the 'Educatore professionale' (social sanitary educator) has obtained the status of university degree and so it has begun to be provided by universities. This is a main change because the legal acknowledgement of the degree allows Italian educators to participate actively in the ongoing

process of globalization of the professions. This however brings in itself the risk to transmit an excessively theoretical knowledge, as it is commonly considered more “prestigious”. On the other hand, we know that while working with people, with adults, with physical or mental impairments, the highest the professional prestige is, the lowest will be the empowerment of the disabled person, who's going to delegate to the expert the resolution of her own problems. We believe that it is not possible to address all the issues and situations that social, sanitary and educational care involves without taking into account (at least at a basic university level) the fundamental empirical and creative knowledge one learns only by means of practical experiences with people in real life, the same kind of knowledge who helped through the years to build good welfare practices in Italy and in Europe. The recent acknowledgement of the legal value of the degree of the professional educator should not by all means prevent the learning of the necessary competences to work in the field and the empowerment of the persons we take care of as social workers. This new academic context should offer an open ground to research, knowledge and study with the aim of ameliorating interventions and improving the health conditions of the population. There's now place for an didactical and pedagogical model which follows the traces of the most meaningful educational institutions and which is at the same time open to new and up to date knowledge, necessary to face the challenges of the globalized times we're living in today. We believe that the case of the small autonomous province of Trento (in the north of Italy) can be illuminating and useful to illustrate the main factors involved in the participation of the different actors of a local territory (public and private social services) in the promotion and implementation of



university courses able at the same time to acknowledge the full professionalism of educators and to keep the focus of care on the people they're going to help and their rights.

### **3.12 Administration of services in the United States and Canada**

In the United States the main social assistance and personal social service programs are county- and state-administered, with substantial federal government support. Many programs are delegated to local governments, and voluntary organizations are heavily subsidized by public bodies via contracts for provision of services. The Department of Health and Human Services is the chief federal agency, and each state has a counterpart of this agency. In addition there is a small but popular and growing private market for fee-charging social services that overlaps the voluntary sector.

Federal policies for the personal social services have changed significantly since the 1960s. The Social Security amendments of 1962 put a premium on the role of rehabilitative casework, although states could also include homemaking and foster care. Between 1967 and 1977, however, income maintenance services (Aid to Families with Dependent Children excepted) were regrouped under the Social Security Administration, and primary responsibility for personal social services was transferred to the Office of Human Development. The 1974 amendments to the Social Security Act (Title XX) considerably extended the scope of eligibility for social services, giving priority to preventive work and positive efforts to improve the quality of life rather than to the traditional focus on poverty abatement. Casework, or counseling, however, lost ground to community-oriented

service programs such as day-care provision, mental health centres, and nutrition programs. Problems of child abuse and alcohol and drug dependence have steadily assumed greater importance.

There has been significant growth in employer-sponsored welfare programs in the private sector and service-purchase schemes linking public, voluntary, and private agencies, accompanied by increasing use of paid volunteers. The promotion of for-profit entrepreneurial services and decentralization of funding and policy management from federal to state agencies is intended to diversify still further the mixed economy of welfare that typifies the personal social services of the United States.

In both the United States and Canada special treatment programs have been developed for the prevention and treatment of child abuse, but lower priority has been given to preschool and family support programs designed to encourage better parenting and child development. The U.S. Child Abuse Coordinating Program set up in 1972 is based on an interservice approach involving municipal and quasi-public bodies, one of which provides the agency officers. American child protection law is extremely complex because of its dual federal and state components, and, although the best interests of children are generally paramount, it is thought difficult to consider them in isolation from those of the parents.

The mental health care legislation of 1970 and 1972 stepped up the funding of community mental health centres in poor areas, but it was not until the Mental Health Systems Act of 1980 that priority federal funding began to reach those with the worst economic or ethnic disadvantages among the chronically ill, the retarded, and the elderly. There is a growing problem of homelessness among the more mobile patients discharged from mental

hospitals, who need higher incomes and more social support if they are to resume independent lives. Social services for elderly American citizens constitute a typical mixed economy of welfare. Amendments to the Older Americans Act of 1965 have led to the establishment of a network of more than 600 Area Agencies on Aging, which are area-wide planning and coordinating agencies. Locally sponsored senior citizen centres provide group meals and counseling, homemaker, information, referral, transportation, educational, legal, and recreational services. There are also a strong volunteer sector and a rapidly expanding private market. Provisions for the frail elderly under Medicaid and Medicare do not include long-term social care, and the poorest groups are dependent on social insurance and social assistance for the requisite finance. Many not-for-profit and for-profit agencies have developed nursing-home and other special housing schemes that are linked to various reverse-equity mortgage options. Nearly three-quarters of all the states have tax policies designed to reduce the cost of independent living for elderly homeowners with low incomes.

### **Administration of services in the United Kingdom and Australia**

In the United Kingdom, as a result of the Seebohm reforms of 1970–71, the funding and organization of personal social services are highly centralized at the local authority level. In each local authority a single social services department serves all categories of client and welfare need. In Scotland, however, the probation service is separate. Personal social services are provided from catchment area offices, although some local authorities delegate this responsibility to small “patch” teams serving

neighbourhoods. Roughly half of local authority funding comes from the central government; nevertheless, within strict cash limits, the local authorities exercise wide discretionary powers over the organization and deployment of personal social services. Social work training is centrally regulated, and there is only one (general) qualification in professional social work.

Although income maintenance was transferred to the central government in 1948, local-authority social workers continue to provide small cash grants to families with children when shortage of money is deemed likely to cause a family breakdown. In Britain the separation of income maintenance and social work services was part of an overall policy designed to end the historically stigmatizing association between public assistance and social work in particular and the more general association between poor relief and social welfare. It was also hoped that social work and the other personal social services would shed their low status and become more acceptable in all sectors of society. This philosophy was adopted by the Seebohm Report of 1968 and reflected in the Local Government and Social Services Act (1970), but the resources for a truly universal network of services oriented toward preventing problems were not forthcoming.

British child care law developed in piecemeal fashion over a long period. Nevertheless, it places a clear obligation on the local authorities to protect children at risk and to receive them into care when their welfare is at stake because their parents are deemed unable to provide satisfactory care. Under certain circumstances local authorities can assume full parental rights until a child reaches the age of 18. Separate provisions are made for compulsory admission into care through juvenile court proceedings, when children are» in need of care and

control” on various defined grounds, or through matrimonial, divorce, separation, wardship, or criminal proceedings. Care orders may also be issued under the Children and Young Persons Act of 1969, as amended by the Criminal Justice Act of 1982, when children or young persons are found guilty of an offense that, if committed by an adult, would be punishable by imprisonment. Observation and assessment centres and secure community homes with educational facilities on the premises are run by the Department of Health and Social Security.

There are strict regulations on boarding out children in care with foster parents, including thorough investigation of prospective homes, frequent inspections, and the keeping of case records. In English law, adoption is an almost complete and irrevocable transfer of a child from one family to another. Adoption orders are made in the Magistrates', County, or High courts, and adoption proceedings can be initiated only by registered, not-for-profit adoption agencies (including local authorities).

Although English law makes extensive provision for the protection of children, personal social services have a well-established tradition of working with children and families on the basis of a cooperative partnership whenever possible. This tradition includes avoidance of recourse to legal intervention or residential care unless it is in the best interests of the children concerned.

With regard to the mentally ill and mentally handicapped, the British Mental Health Act of 1959 anticipated the trend toward voluntary treatment and voluntary hospital admission, and legislation in 1982 introduced even stricter criteria for the protection of patients' rights. Since 1983 certain procedures in the admission and discharge of mentally ill patients have

belonged to a new category of specially trained social workers. In cases of compulsory detention, patients have a strengthened right of appeal to the Mental Health Review Tribunals, and there are special provisions for the guardianship of certain types of discharged patients. There are still serious deficiencies in community care for the mentally ill or handicapped as well as the elderly and the physically handicapped, but various joint government and local-authority funding schemes have helped to reduce the numbers in institutional care.

Services for the elderly and the physically handicapped account for roughly half of all British local-authority personal social service expenditure, mainly because of the steady increase in the numbers of the frail elderly and the high cost of care for the minority who live in residential homes. Extensive efforts have been made to improve the quality of domiciliary support, but relatives carry the main burden of home care. There are special housing schemes for the elderly sponsored by statutory, voluntary, and private agencies, and a growing number of local authorities employ paid volunteers to visit elderly people and help them with a range of daily tasks. Perhaps the best guarantee of independence in old age, however, is an adequate income from social security.

The formal voluntary sector makes its own important contribution to the care of all the major need groups, although it is heavily dependent on direct and indirect financial support from both central and local governments. Within the voluntary sector the churches have always played a major part in the provision of both community and residential care. Nevertheless as statutory funding has lagged well behind demand, the private market, especially with respect to services for the elderly, has begun to expand.

In Australia the state governments and the local authorities, with some federal funding, have the main responsibility for personal social services. Each state has a welfare department, usually an amalgamation of the former children's and public relief departments, providing a general range of casework and community services. Some of the municipal authorities also provide welfare services in conjunction with their public health, educational, housing, and legal aid services. In addition there is a well-established tradition of volunteer work that is subsidized by statutory bodies, sometimes provided on a dollar-for-dollar matching basis. Some of the religiously based charities, such as the Brotherhood of Lawrence, the Society of St. Vincent de Paul, and the Salvation Army, are pioneers in work with severely deprived groups. Administration of services in other developed countries.

## **France**

In France personal social services are not administratively autonomous. A variety of social workers and social care workers are employed by other major public services, such as social security, hospitals, community health care, education, housing, and the courts. There are several types of social worker, including the family social worker (*assistante sociale*) and other specialists in child protection, medical social work, and court work; the homemaker (*travailleuse familiale*); child development workers specializing in the care of handicapped children; social allowance guardians with special responsibilities for families in serious financial difficulties; and the community worker (*animateur socioculturel*), who serves neighbourhood groups. Apart

from the statutory services there is an extensive network of semipublic agencies (caisses) based on trade unions, family associations, and religious denominations, as well as a variety of independent, not-for-profit organizations financed by state grants.

The French system of child care is explicitly family-oriented. It is based on services financed by the Ministry of Health and the Ministry of Justice, in cooperation with other family income support services. The judicial services are called upon only if parents refuse to cooperate. Social workers are employed in maternal and child health centres and in municipal and family allowance agencies. Special child-protection officers work closely with pediatric nurses in cases of actual or suspected child abuse, and the procedures for removing children from the home and for providing substitute care are in principle similar to those in Britain. Child care services are unified at département level, and there is close liaison between the courts and specialized medical services in child protection work.

The reforms of the 1960s and '70s improved the quality of French social services not only for children but also for the mentally and physically handicapped and the elderly. Since the late 1950s domiciliary care and sheltered housing provisions have been strengthened and diversified, objectives that were upheld in the Laroque Report of 1960 and in the provisions of the Sixth (1971–75) and Seventh (1976–80) Plans. The plans specifically referred to the growing need for more trained staff and for more sheltered housing, residential homes, and nursing homes in addition to increased community care and more generous income support within a better-coordinated framework of health and welfare programs at neighbourhood, local, and regional levels. Social care



services for the mentally ill are mainly controlled by the health and employment authorities, but the social workers attached to the regional and local caisses play a major part in the provision and coordination of community care.

## **Germany**

In the Federal Republic of Germany there is a long tradition of cooperation between the statutory and voluntary sectors and between these formal agencies and the informal networks of family and neighbourhood care. These arrangements exemplify the principle of subsidiarity (the belief that informal care should, whenever possible, take precedence over state intervention) in European Roman Catholic welfare philosophy, although in Germany all the major religious denominations play an important part in social welfare service. The health care provisions of the income maintenance services do not extend to the longer term welfare needs of the elderly mentally ill or handicapped or those of the physically disabled. These are met largely from public aid. About half of the total expenditure on welfare services comes from the Aid for Care program, which channels much of its funding through the larger not-for-profit charitable organizations.

## **Sweden**

The modern Swedish welfare state emerged from poor-law and charitable traditions in which the churches were prominent. Since the years between the two world wars, the scope and funding of statutory agencies have steadily increased. Local authorities, assisted by central government grants, provide most personal social services and a social assistance scheme, in which investigation of

needs and means is undertaken by social workers. There has been a trend toward the unification of specialist agencies into local joint welfare boards, but the municipal communes still exercise considerable local discretion in the organization of their services. Although the extensive role of the state in Swedish welfare has elicited much comment, the scale of voluntary effort is equally noteworthy, as it is in Norway and Denmark.

### **Israel**

Israel has a complex system of welfare services distributed by central ministries, with subdivisions for all the major need groups, including services for wounded soldiers and surviving dependents, a Jewish agency with special responsibilities for immigrants, and a universal labour union (Histadruth) with extensive roles in insurance and welfare and a long tradition of mutual aid based on local collectives (kibbutzim) and cooperative villages (moshavim). This has been supplemented by a network of community centres funded by the central and local governments and by membership fees and overseas donations.

### **Japan**

Japanese social welfare provision is uniquely reliant on employer- and work-based social services, although there is also an extensive but relatively underfunded system of statutory local-authority personal social services for the major need groups. Social workers in these municipal agencies are responsible for both discretionary income support and protective social care. In major cities they cooperate with a growing number of

voluntary agencies, of which the Minsei-iin is the oldest and largest. As in the case of income support, health care, and housing, access to welfare services for most Japanese workers largely depends on the size and financial stature of the organizations employing them. Although traditional familial ties are still pervasive, they are weaker in the large cities, as a result of social and geographic mobility. At the same time, the number and proportion of the dependent elderly show a marked increase. Accordingly, Japanese policy has turned toward the expansion of statutory services, and much has been done to foster neighbourhood networks of mutual aid that go beyond the traditional notions of kinship and obligation.

### **Administration of services in socialist and developing countries**

#### **Socialist countries**

It is as difficult to make generalizations about social welfare in socialist countries as it is in the case of the democratic societies referred to above. Nevertheless, in the foremost socialist societies the state provides the formal social services, and the workplace and the trade unions play a large part in service management and delivery. In these planned economies, where work is both a civic right and a formal obligation, social assistance for the unemployed is minimal. In the absence of firm data on this area of provision it must be presumed that families shoulder the main financial responsibility for many of the exceptional needs covered by discretionary provision in the West.

There are no professional social workers in China, nor were there any in the former Soviet Union; but social service workers perform similar functions, especially with regard to child protection and delinquency. The erstwhile Soviet Union had a long tradition of nurtured interdependence between the formal social services and a complex network of mutual aid, lay counseling, and supportive services. The latter were distributed by street, block, and house committees in the towns and cities, by agricultural collectives in the countryside, and by the parallel agencies of the trade unions and the Communist Party.

The Chinese system of social welfare is also strongly based on the industrial or agricultural workplace. Many essential social services, such as health care, are funded from the profits of collective work and administered by neighbourhood committees. Throughout the People's Republic the guiding welfare principles are self-reliance and mutual aid. Although in exceptional cases families receive grants-in-aid to help with care for dependent relatives, Article 13 of the 1950 Marriage Law states that children and parents are jointly responsible for mutual support in hardship and old age. At the same time, extensive and sustained support is given to schemes of mutual support that extend to neighbourhoods and workplaces, and priority is given to the needs of dependent persons without families of their own.

The trend in the Balkan states has been toward the decentralization of personal social services and the promotion of neighbourhood voluntary work. State-sponsored organizations such as the Alliance of Friends of the Young and the Pensioners' Associations act in conjunction with a growing network of professionally staffed social work centres financed by the 600

communities that are the basic units of local government. Developments similar to these can be seen in the other countries of eastern Europe where, as in China, there is a strong commitment to the expansion of informal provision for family dependents and neighbours.

### **Developing countries**

In former colonies, such as Ghana, Sri Lanka, Jamaica, India, the Philippines, and Francophone Africa, the basic welfare services grew out of modified versions of the European poor laws, charitable and missionary activities, and the introduction of Western juvenile justice procedures. The oldest school of social work in Latin America was founded in Santiago, Chile, in 1925, and the Ratan Tata Foundation established the first Indian school in Bombay in 1936. New training institutions have since proliferated throughout the so-called Third World, many of them sponsored by the United States Agency for International Development.

In developing countries, where formal social services are generally under-resourced, traditional networks of informal care are the main source of assistance in adversity and old age. High rates of migration and unplanned urban growth, however, have weakened these networks in impoverished rural areas and overwhelmed the limited public services in new cities and towns. Indigenous overcrowding and poor housing, unemployment and low wages, and inadequate sanitation and endemic disease are not responsive to Western methods of personal social service intervention. Priority, often within severe economic restraints, must go to major programs of preventive health care, family planning, basic education, income support, and slum clearance.

Nevertheless, community development work is also important in these processes of social development. In the poorest rural areas, where the majority of people live at or well below subsistence level, disaster relief is heavily supplemented by international aid agencies such as the United Nations and its associated agencies, including the World Health Organization and the International Labour Organization (ILO), charities such as Oxfam and the Save the Children Fund, and the governments of richer nations. In the longer term the enhancement of living standards depends on horticultural improvements, reforestation, water conservation, and those irrigation schemes that can be managed within small communities.

## Глава 4. Формы и методы работы социальной педагогики в странах мира

### FOURTH SEMESTER

Texts for reading comprehension

Translation with and without dictionary

Retelling

Discussion

- Look at the picture. What is the main idea? Describe the picture and speak about the situation in the picture.



How many times have I told you!  
You was not *downloaded* , you was *born*...

### Texts for reading comprehension

*Read and render the text. You can use your dictionary to find new words.*

#### 4.1 Social educators and cultural heritage.

Nowadays, culture and museums are very extensive fields to work in social area like social

educators. Although it's such a difficult term to define, culture can be defined like the shared values, traditions, norms, customs, arts, history, institutions, and experience of a group of people. The group may be identified by race, age, ethnicity, language, national origin, religion, or other social categories or groupings. A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment. (International Council of Museums, ICOM). We can remark two words that can justify our work in this definition: society and education. We know inside education in museums, we work in non-formal education that's any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives. Phillip Coombs coined this term in 1973, and then he related education with socioeconomic development. Another concept that we can join to heritage and museum is "educational city" like J. Trilla says in 1991. In this sense, Zaragoza Council, take part in International Association of Educating Cities. Why could heritage education be the future? There are some documents that reflect these like a right: Spanish Constitution (art.44), The Universal Declaration of Human Rights, European Common Plataform (AIEJI) and professional documents (ASEDES). In Ayuntamiento de Zaragoza, we develop some programs to aim these purposes: School program, in order to complement the curricula, Public programs, like family programs ("Al museo en familia") and activities to the community.



Programs are created in order to enforce and include museums in community net. Answering community needs is our main purpose. Disabled program, Archeology's works contest International Museum Day - these programs take place in five museums. Four of them are archeological museums (Caesaragusta Forum Museum, Caesaragusta River Port Museum, Caesaraugusta Thermal Baths Museum and Caesaraugusta Theater Museum). The other one is a contemporary art museum (Pablo Gargallo Museum).

### 1. Study the verbs:

Слово	Перевод
To acquire	приобретать; получать; достигать;
To research	исследовать; изучать;
To exhibit	показывать; проявлять; выставлять; экспонировать;
To justify	оправдывать; подтверждать; оправдать;
To intend	намереваться; собираться;
To coin	чеканить; измышлять; создавать (новые слова, выражения);
To aim	стремиться; ставить своей целью (что-л.); добиваться; целиться;
To complement	дополнять; укомплектовывать;

To enforce	принуждать; навязывать;	заставлять;
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**2. Find the following phrases in the text and translate them into Russian.**

tangible and intangible heritage

heritage

established formal system

community net

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Хотя трудно установить значение данного термина, культуру, все же, можно определить как общепризнанные ценности, традиции, нормы, привычки, искусство, история, учреждения и опыт группы людей.
- Мы можем отметить два слова, которые могут обосновать нашу работу данным определением: общество и образование.
- Филипп Кумбс ввел этот термин в 1973 году, а затем связал образование с социо-экономическим развитием.
- Программы разработаны с целью усиления роли музеев и включения их в сеть сообщества.

## 5. Answer the questions about the text.

- What is the role of museum in the service of society?
- Why could heritage education be the future?
- How do the museums based programs help disabled people?

### 4.2 Jane Addams



(Sept. 6, 1860 - May 21, 1935)

American social reformer and pacifist, cowinner (with Nicholas Murray Butler) of the Nobel Prize for Peace in 1931. She is probably best known as the founder of Hull House in Chicago, one of the first social settlements in North America.

Addams graduated from Rockford Female Seminary in Illinois in 1881 and was granted a degree the following year when the institution became Rockford College. Following the death of her father in 1881, her own health problems, and an unhappy year at the Woman's Medical College, Philadelphia, she was an invalid for two years. During neither subsequent travel in Europe in 1883–85 nor her stay in Baltimore, Maryland, in 1885–87 did she find a vocation.

In 1887–88 Addams returned to Europe with a Rockford classmate, Ellen Gates Starr. On a visit to the Toynbee Hall settlement house (founded 1884) in the Whitechapel industrial district in London, Addams's vague

leanings toward reform work crystallized. Upon returning to the United States, she and Starr determined to create something like Toynbee Hall. In a working-class immigrant district in Chicago, they acquired a large vacant residence built by Charles Hull in 1856, and, calling it Hull House, they moved into it on September 18, 1889. Eventually the settlement included 13 buildings and a playground, as well as a camp near Lake Geneva, Wisconsin. Many prominent social workers and reformers—Julia Lathrop, Florence Kelley, and Grace and Edith Abbott—came to live at Hull House, as did others who continued to make their living in business or the arts while helping Addams in settlement activities.

Among the facilities at Hull House were a day nursery, a gymnasium, a community kitchen, and a boarding club for working girls. Hull House offered college-level courses in various subjects, furnished training in art, music, and crafts such as bookbinding, and sponsored one of the earliest little-theatre groups, the Hull House Players. In addition to making available services and cultural opportunities for the largely immigrant population of the neighbourhood, Hull House afforded an opportunity for young social workers to acquire training.

Addams worked with labour as well as other reform groups toward goals including the first juvenile-court law, tenement-house regulation, an eight-hour working day for women, factory inspection, and workers' compensation. She strove in addition for justice for immigrants and blacks, advocated research aimed at determining the causes of poverty and crime, and supported woman suffrage. In 1910 she became the first woman president of the National Conference of Social Work, and in 1912 she played an active part in the Progressive Party's presidential campaign for Theodore

Roosevelt. At The Hague in 1915 she served as chairman of the International Congress of Women, following which was established the Women's International League for Peace and Freedom. She was also involved in the founding of the American Civil Liberties Union in 1920. In 1931 she was a cowinner of the Nobel Prize for Peace. The establishment of the Chicago campus of the University of Illinois in 1963 forced the Hull House Association to relocate its headquarters. The majority of its original buildings were demolished, but the Hull residence itself was preserved as a monument to Jane Addams.

Among Addams's books are Democracy and Social Ethics (1902), Newer Ideals of Peace (1907), Twenty Years at Hull-House (1910), and The Second Twenty Years at Hull-House (1930).

### 1. Study the verbs:

Слово	Перевод
To graduate from	заканчивать учебное заведение;
To acquire	приобретать; получать; овладевать (каким-л. навыком);
To furnish	снабжать; предоставлять; обставлять; меблировать;
To afford	иметь возможность; быть в состоянии; позволить себе;
To advocate	отстаивать; защищать; выступать в защиту; поддерживать;

To establish	основывать; учреждать; устанавливать;
To relocate	переселять; менять местоположение; перемещать;
To demolish	разрушать; уничтожать; сносить (здание);
To preserve	сохранять; оберегать; охранять;

**2. Find the following phrases in the text and translate them into Russian.**

reformer

settlement

neither ... nor ...

eventually

in addition to

juvenile-court law

tenement-house regulation

suffrage

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Адамс окончила женскую семинарию Рокфорд в Иллинойсе в 1881 году и получила ученую степень, когда учреждение стало колледжем.
- Колония включала 13 зданий и игровую площадку, а также лагерь возле озера Женева в Висконсин.
- К доступным услугам и культурным возможностям для большинства иммигрантов по соседству от Халл Хаус также появилась возможность подготовки социальных работников.
- Она боролась за справедливость для эмигрантов и черного населения, выступала в защиту исследований, направленных на установление причин бедности и преступности, поддерживала идею участия женщин в голосовании.

**5. Answer the questions about the text.**

- What do you know about Addams Jane?
- How did the Hull House appear?
- What facilities were there at Hull House?
- Why is the name of Jane Addams so important for the history of social work?

### **4.3 The Art as a method in social-educational work**

Art has always transmitted the idea of well-being and its language facilitates the expression of our subconscious through the projection of interior images. Art is also educational because it facilitates this process and can be utilized in many activities of support and cure. The creativity present in all of us gives life to a 'something' that speaks with the use of artistic material a work can be created that represents the internal world. The non-verbal, symbolic language helps to make more accessible those experiences that, at times, cannot be expressed in any other way. In this way art tends to involve the part of Self that is still functioning (the residual potential still present). The process of elaborating personal experiences artistically creates material that can be used to educate and transform; to come out of the dark and into a more satisfying way of life. The care professionals come into contact with the patient creating a helpful relationship (therapeutic alliance) gathering sentiments and emotions. They try to create the ideal setting through which each individual produces authentic material that expresses him/herself. In this way it is possible to follow a course towards a higher level of understanding of his/her limits/problems. The metaphor of art can help to make psycho-emotional experiences more accessible, thus contributing to a more coherent sense of self. The care professional does not look for what is beautiful but for what is significant. The work is read keeping in mind the relationship with the patient, enabling a freer and less technical use of the material. The educational procedure is not used to direct but to centre on the frame of mind of the patient. The care professional is not detached from the patient but becomes the attentive,



empathic listener of his/her feelings. Creating these conditions permits the patient to increase his/her own strengths, which may bring about a greater self-esteem and strengthen the self-image (work that strengthens the ego). Accompanied by the care professional, the patient progressively re-acquires his/her own ego which, through a sublimation (the artistic work), brings to a more efficacious and significant comprehension of him/herself and his/her personal situation. This permits him/her to reach and make choices and decisions that are positive for how he/she lives and interacts.

### 1. Study the verbs:

Слово	Перевод
To utilize	использовать; утилизировать;
To express	выражать; высказываться; изображать;
To facilitate	облегчать; способствовать; содействовать;
To gather	собираться; собрать; накопить;
To contribute	делать вклад (в науку и т. п.); способствовать; содействовать;
To enable	дать возможность; облегчить;
To detach	разъединять; разделять; отделять;
To permit	позволять; разрешать; давать возможность; допускать;

To interact	взаимодействовать; воздействовать; находиться во взаимодействии;
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**2. Find the following phrases in the text and translate them into Russian.**

well-being

subconscious

elaborating personal experiences

accessible

keep in mind

self-esteem

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Искусство также обучает, оно способствует обучению и может быть использовано в различных видах помощи и лечения.
- Процесс представления личного опыта художественным путем создает материал, который может быть использован для обучения и преобразования; перехода из плохих в лучшие условия жизни.
- Наблюдающий специалист не ищет красоту, а выделяет значимое.

- Это позволяет ему/ей достигать, выбирать и решать, что является положительным опытом для его/её жизни и взаимодействия с другими.

## **5. Answer the questions about the text.**

- Why is art considered to be educational?
- How do the care professionals use art in therapeutic purposes?
- Describe art as a method in social-educational work?

### **4.4 Get social with the help of comic strips**

A development project on holistic rehabilitation for young persons with challenging behaviour was carried out during 2003-2007 at Finland's third oldest institution for people with intellectual disabilities. The aims of the project were development of daily activities and duties for young persons with challenging behaviour, their empowerment by utilizing their targets of interest and their own special skills, as well as spreading of information on the project and searching for peer activities. In addition to their intellectual disability, the challenging behaviour in young persons was influenced by various neuropsychiatric symptoms (autism, Asperger syndrome, ADHD) as well as problems in mental health. Some of the young persons have come to the institution as a result of child welfare placement. They have not been able to get further education or work after the comprehensive school. The project team including a social pedagogue and an ergo therapist considered that a common problem for these young persons was lack of social skills. One of the efforts

to counteract that was to establish a new activity, a comics group, on the background of the so called Social Stories method developed by Carol Gray. The establishing of the comics group included an idea of the fact, that reading or watching comics often belongs to the everyday life and free time of young people. Problems in social interaction in everyday life as well as positive experiences are processed with the help of comic strips. Through the fictional characters it is also safer to process emotions and for instance name facial expressions. The material for the comics group is designed concretely and easy to read, because many of the young persons find it difficult to understand the narratives of the comic strips. Even if in the beginning it was difficult for them to imagine, what could happen between the two phrames, they were improving in that by time. Home-made comics of one's personal life situations can be used as a manual for social skills. The comic strips can be made by drawing or using readily made printed comic strips. Part of the young people even participated in a comic strips course organized by an adult education centre, where they met other young people interested in making comic strips. More generally, this way of working is connected with the 3-dimensionality of the social-pedagogic work. When there are no readymade solutions, the social pedagogue has to make her/his own decisions concerning three dimensions:

1. Knowing the clients and their needs
2. A theory-based method
3. Cultural and up-to-date activities

### **1. Study the verbs:**

Слово	Перевод
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To carry out	доводить до конца; провести; проводить в жизнь;
To utilize	использовать; задействовать; пользоваться; применять; употреблять;
To search	искать; разыскивать; рассматривать; исследовать;
To influence	оказывать влияние; влиять; воздействовать;
To counteract	противодействовать; препятствовать; нейтрализовать;

**2. Find the following phrases in the text and translate them into Russian.**

holistic rehabilitation

challenging behaviour

people with intellectual disabilities

empowerment

peer activities

comprehensive school

fictional characters

readymade solutions

**3. Read and translate the text. Use the dictionary.**

#### **4. Translate into English.**

- Наряду с умственными нарушениями, неадекватное поведение у молодых людей вызывают различные психоневрологические симптомы (аутизм, синдром Аспергера, Синдром дефицита внимания с гиперактивностью СДВГ).
- У них не было возможности получить дальнейшее образование.
- Проблемы в процессе социального взаимодействия в повседневной жизни разрешаются с помощью юмористических рассказов в картинках.
- Самодельные комиксы собственных жизненных ситуаций могут быть использованы как руководство для приобретения навыков общения.

#### **5. Answer the questions about the text.**

- Where was the project carried out?
- What were the aims of the project?
- Who was also included in the project team?
- What method is mentioned in the story?
- Describe the method of using comic strips.
- When there are no readymade solutions, how does the social pedagogue have to make her/his own decisions?

#### **4.5 The social university responsibility with the excluded ones from the**

## **school and labor system**

Traditionally in Venezuela the universities deal with the professionals' formation of pre-grade and post-grade, demanding requirements from them to enter to the university level, which the majority of the population might not fulfill. In consideration of this circumstance, a Plan of Training and Occupational Fitting out that one executes in ten municipalities of the condition Zulia-Venezuela, was promoted by the University of the Zulia and financed by the regional government by means of joint policies of social promotion. This educational modality is considered as general aim, qualifying persons in technical and instrumental areas that are excluded from the school and labor system because of adverse situations as the poverty, school exclusion or some disability. The training realizes in nine months in the university campus and in educational institutions that they are more near the places where the students reside. In the training, the competition is favored of administrative officers do in specific areas of nature, agriculturalists, of the health, manufacturer, computation and textile, between others, without obviating to know, the being and to coexist. The plan of study has a theoretical conceptual part and a general component of development of the human talent that alludes to the auto esteem, the leadership, to the social commitment and to the entrepreneurs' formation. Results: 9.868 participants were enabled labor in three successive cohorts, in the academic periods from 2006 to 2008. The educative impact in the beneficiaries of the educational service and in the governmental organism with which one signed the institutional agreement, decided in a level of satisfaction of 90 %; insertion in the labor field of all the gone away ones, so to every student who approves the

training grants a credit to shape micro companies or cooperatives. Internally changes of paradigm were demonstrated in relation to the role of the University and his entail by the environment.

### 1. Study the verbs:

Слово	Перевод
To enter	входить; вступать; поступать;
might	иметь возможность; быть вероятным;
To fulfill	выполнять; исполнять; осуществлять;
To execute	исполнять (распоряжение); выполнять (обязанности, функции); проводить в жизнь; осуществлять;
To reside	принадлежать; проживать (где-либо); жить; обитать; располагаться; находиться;
To favour	оказывать внимание; оказать любезность; благоприятствовать; помогать; поддерживать;
To coexist	сосуществовать;
To allude	упоминать; ссылаться;

### 2. Find the following phrases in the text and translate them into Russian.



pre-grade and post-grade

by means of

educational institutions

leadership

social commitment

entrepreneurs' formation

qualitative and quantitative

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- Традиционно в Венесуэле университеты имеют дело с профессиональной формацией студентов и выпускников.
- Принимая во внимание данное обстоятельство...
- Эта образовательная методика считается общей целью, давая квалификации в технической и инструментальной областях людям, которые находятся вне школьной и трудовой системы из – за неблагоприятных ситуации, таких как бедность, исключение из школы, или нетрудоспособность.
- Учебный план имеет теоретическую концептуальную часть и общий компонент

развития человеческих талантов с указанием на самооценку, лидерство.

### **5. Answer the questions about the text.**

- What is the program promoted by the University of the Zulia?
- Whom is the program aimed to?
- Why is the competition favored?
- What were the results of the program?

### **4.6 Sports for everyone**

Sporting activity as an instrument of rehabilitation and education within a therapeutic framework for people with mental problems. Responding to many requests from young patients, we have formed, within our structure, a football team. Following contact with the UISP (The Italian Union of sport for everyone) we signed up to be part of our regional championship. In the region of Lombardi this involves 15 teams, around 200 hundred players and about thirty operatives. The activity is aimed at young adults (with an average age of 30), with serious pathologies (prevalent diagnosis psychosis) with a high level of social withdrawal.

The principle objective of our activity is re-socialization. Recreational activity, in this case football, permits an initial emotional involvement and interest which favours participation. The educative value is intrinsic and is derived from the game itself. The results obtained involving this activity have been higher than it was foreseen and concern the following areas:

- Social: an improvement of the quality and frequency of interpersonal relationships.
- Physical: by raising the levels of physical exercise there has been a general improvement in well being.
- Psychic: a better knowledge of themselves, raising their self esteem and their cognitive capacity through learning to control their own emotions.
- Educative: acquisition of social codes and norms for cohabitation by helping one another through collaboration and working together and taking responsibility.
- Clinical: favours compliance during the course of treatment and rehabilitation.

The process of self-examination (and/or rehabilitation) of social norms allows, above all, the therapist together with the patient to elaborate and build, through experimentation, modification and change, to render material useful for exchange in social representation that the individual makes of themselves by taking on a new role in society.

### 1. Study the verbs:

Слово	Перевод
To permit	позволять; разрешать; давать разрешение;                    давать возможность;                    допускать; позволить;
To derive from	проистекать из..., выводить; получать; вытекать;

To obtain	получать; доставать; приобретать; достигать;
To foresee	предвидеть; знать заранее; предугадывать;
To concern	касаться; описывать; беспокоить; интересоваться;
To elaborate	тщательно разрабатывать; обдумывать; выработать; развивать;
To render	представлять; передавать; переводить (на другой язык); воздать; отплатить;

**2. Find the following phrases in the text and translate them into Russian.**

rehabilitation

social withdrawal

recreational activity

intrinsic

collaboration

above all

**3. Read and translate the text. Use the dictionary.**

**4. Translate into English.**

- В ответ на многочисленные просьбы молодых пациентов мы организовали футбольную команду.
- Воспитательная ценность очевидна и исходит из самой игры.

### **5. Answer the questions about the text.**

- Who is the activity aimed at?
- What is the principle objective of the activity?
- What are the results of the activity? What areas do they concern?

### **4.7 Communication creates identity**

TV-Glad is first and foremost a television station producing and broadcasting TV-programmes of all sorts, all co-produced and presented by people with learning disabilities. TV-Glad is also a modern educational institution targeting people with special needs in general, as well as a progressive way regarding the line of sheltered workplaces. Situated in Copenhagen 130 individuals work and educate each other in the disciplines of television & video, radio, animation, graphics & illustrations, theater, kitchen work (production, catering, etc.) office & facility services. (Nationwide app. 200 is employed – producing television at TV-Glad branches).

We believe that by acting as role models in different attractive jobs – people with a handicap is showing the world surrounding them, that they're all individuals with their own skills and abilities. And being visible in the mainstream media (hosting TV or radio shows) – the visibility itself - becomes an inclusively factor. One of our visions is to support a global media

which will provide people with handicaps the possibility to speak out their version of their dreams, opportunities or obstacles they face in their individual lives. As an example, TV-Glad Copenhagen has broadcasted several times via the Atei-satellite in Madrid/Spain to South American educational television.

**Expectations create competence!**

## **Тест 1**

### **Семестр 1**

#### **Переведите слова на английский язык:**

1. усыновлять; удочерять; принимать; внедрять;
2. невинность;
3. полномочие; усиление влияния;
4. осуществление; реализация; воплощение;
5. уязвимый; ранимый;
6. превосходство; преобладание;
7. приобретать; получать;
8. достаточно; довольно;
9. вызов; сложная задача;
10. благосостояние; социальное обеспечение; государственное пособие (по безработице и т.п.);

#### **Переведите следующие фразы на английский язык:**

1. международные и национальные законы;
2. семейное окружение;
3. а также;
4. вводить в силу; осуществлять что-л. проводить что-л. в жизнь; воплощать;

5. детский труд;
6. в связи с;
7. дети - величайший ресурс нации;
8. ответственность и обязанность государства;
9. дети без сопровождения и разлученные с родителями;
10. гражданское общество.

**Заполните пропуски по-английски:**

1. The convention on the rights of the child in article 1 defines a child as...
2. The Brazilian National Plan of Prevention and Eradication of Infant Labour (2004) defines infant labour as ...
3. The recent literature about infant labour points out that:...
4. The Rural Extension Centre, founded by ....., in 1922.
5. Temporary care arrangements: while the majority of separated and unaccompanied children will be reunited with a family member, ...
6. ... are just some of the situations that contribute to children being unaccompanied and separated from their parents and families.
7. Without the protection of parents, families, or guardians, children are at-risk of ...



8. Historically, kids leave the Child Care Service at the age of 18, and they are expected to manage life on their own.
9. However research shows that most of the young people that depend on child care, has ...
10. The eating disorders and non-organic failure problem involves for example: ...

**Расскажите** о современной ситуации детей и подростков (в том числе с ограниченными возможностями) в разных странах мира.

**Переведите на русский язык текст со словарём:**

**The problem of breakdown in relations between the child and the socio-educational services in Zaire.**

In many parts of the world, as in our country, children are victims of the worsening socio-educational structures in which they are expected to develop and prepare for their social and professional life. Due to unresolved family conflict, war, disease, family dislocation, poverty, degradation of socio-educational services leads in many cases to the breakdown in relations between them and the child. So many children are deprived of family, with consequences as the loss of protection, food, health and education. This is particularly the case of children leaving school, child of soldiers and children from broken homes. It opens, for these children, the wide boulevard of marginalization, exclusion and the social inadaptation. Eventually t this behavior puts these children in conflict with society and with the law. These are aspects of social work and result of the breakdown in relations between the child and the socio-educational services.

## **Тест 2**

### **Семестр 2**

#### **Переведи слова на английский язык:**

1. требовать;
2. население; жители;
3. приезжий; новый человек (в данной местности); новичок;
4. состязаться; соревноваться; участвовать в соревновании; конкурировать;
5. огромный; громадный;
6. давать определение; определить;
7. болезнь; заболевание;
8. терять; потерять;
9. поведение; поступок;
10. подросток; юноша; девушка;

#### **Переведи следующие фразы на английский язык:**

1. и ... и; как ... так и;
2. лечить болезнь;
3. нарушение прав;
4. функциональные навыки;

5. с точки зрения психологии и физиологии;
6. неотъемлемая роль;
7. ответственный за;
8. в этой связи;
9. появление первых симптомов;
10. мало-помалу; постепенно;

**Заполни пропуски по-английски:**

1. Immigrants in the nineteenth and early twentieth centuries became ...
2. African Americans are very worried about this, because the illegal immigrants compete with them for ...
3. Rare diseases are defined as ...
4. After the appearance of the first symptoms, a series of problems and difficulties start for the patients and their families:....
5. From rights approach, it's necessary to ...
6. It is a fact that one of the social groups that have been most dynamic ...
7. The objective for today is to develop a comprehensive socio-economic analysis of the status of women and adolescent girls with disabilities in Bangladesh and ....
8. Equine therapies are not simply to make a disable ride...
9. The term Recreation and Entertainment Programs in Hospitals refers to ...
10. Lifeworks Services is a nonprofit organization in Minnesota that ...

**Расскажите** на английском о роли социальных работников в процессе усыновления и работе с приемной семьей в Дании.

**Переведи на русский язык текст со словарём:**

### **Changing paradigms in rehabilitation of unknown/lost memory patients**

India has emerged as a dynamic and growing economy, in this era of globalization. While on one hand, India today has the advantages of a large pool of technically trained and skilled manpower, on the other hand, there is still a sizeable population living below the poverty line and are illiterate. Most of them come from rural and semi-urban centres to metro cities like New Delhi [India] in search of work, alcoholism, drug abuse and increased vehicular traffic. The rehabilitation of such patients is a major challenge because in most cases the patients lose their memory and are unable to identify themselves. The Neurosciences Centre of the All India Institute of Medical Sciences (AIIMS), New Delhi is a one hundred and eighty bedded Centre and handles cases involving head injury, which in many cases leads to loss of memory, either partially or fully. AIIMS, New Delhi, an autonomous organization of the Government of India, is a prestigious institution having comprehensive facilities for teaching, research and Patient care. Unknown/Lost Memory Patients continue to occupy hospital beds for long durations, even after reaching the stage of discharge, blocking the admission of other needy patients. Unnecessary stay of such patients in the hospital entails a heavy expenditure, which has to be borne by the Government. In this scenario, the role of a Medical Social Worker assumes significance and is of critical importance.

## **Тест 3**

### **Семестр 3**

#### **Переведите слова на английский язык:**

1. последствие;
2. фон; происхождение;
3. самоопределение, самостоятельность;
4. унижение; оскорбление;
5. человек с физическими недостатками; человек с умственными недостатками, нетрудоспособный;
6. насилие; оскорбление; жестокость;
7. обязательно; неизбежно;
8. ребёнок, начинающий ходить; ребёнок ясельного возраста;
9. сосредоточение;
10. слабая адаптация;

#### **Переведите следующие фразы на английский язык:**

1. в подтверждение;
2. в разных странах; во всем мире;
3. богатство разнообразия;

4. нарушение психической деятельности; психическая ущербность; снижение умственной деятельности;
5. бездомные;
6. создано обществом;
7. по отношению к; относительно;
8. разделять бремя другого;
9. несовершеннолетний преступник;
10. во многом;

**Заполните пропуски по-английски:**

1. The purpose of the association is to .....
2. Two main principles of the Convention are the principles of .....
3. A fundamental element in social educational work is to .....
4. The basic concerns of social welfare.....
5. The **FAIR**start project has a clear aim: .....
6. Two visitors to Toynbee Hall soon introduced the settlement movement into the United States.....
7. Comparisons between the welfare systems must therefore include .....
8. In the United States the main social assistance and personal social service programs are.....
9. Although English law makes extensive provision for the protection of children, personal social services have a well-established tradition of working with.....

10. In the poorest rural areas, where the majority of people live at or well below subsistence level, disaster relief is heavily supplemented by international aid agencies such as .....

**Расскажите** об истории и организации социальной работы в разных странах мира.

**Переведите на русский язык текст со словарём:**

**Inclusion of people with special needs at work: the viewpoint of businesses and special needs institutions in developing countries.**

Inclusion is a process whereby society adapts to allow full participation to people from all sectors, including people with special needs (PSN), as they prepare to become regular members of society. PSN's access to the job market is among the aspects of the process of inclusion, whose importance relates to the promotion of conditions for satisfying their basic needs, achieving self worth and developing their full potential. The aim in this research was to investigate businesses with more than hundred employees and institutions that work with young people and adults with special needs, to identify what they are doing to promote inclusion of PSNs in the job market and uncover possible difficulties they have faced during the process. According to the businesses consultants, the main problem lies in the PSNs low level of education and their lack of professional qualifications.

## **Тест 4**

### **Семестр 4**

#### **Переведите слова на английский язык:**

1. оказывать давление; принуждать; заставлять;
2. подсознательный;
3. самоуважение; чувство собственного достоинства;
4. влияние; воздействие;
5. подлинный; истинный; свойственный;
6. сотрудничество; совместная работа;
7. управление; руководители; руководящая роль;
8. наследство; наследие;
9. исследование; изучение; научно-исследовательская работа;
10. предвидеть; предусматривать;

#### **Переведите следующие фразы на английский язык:**

1. общеобразовательная школа;
2. посредством; путём; с тем, что;
3. учебное заведение;
4. вымышленный герой;



5. запоминать; учитывать; помнить;
6. кроме того; к тому же; в дополнение к;
7. ни ... ни....; ни тот ни другой;
8. люди с нарушением умственных функций;
9. качественный и количественный;
10. деятельность по организации отдыха;

**Заполните пропуски по-английски:**

1. .... is probably best known as the founder of Hull House in Chicago, one of the first social settlements in North America.
2. Among the facilities at Hull House were .....
3. Art is also educational because it .....
4. In addition to intellectual disability, the challenging behaviour in young persons was influenced by various neuropsychiatric symptoms .....
5. Home-made comics of one's personal life situations can be used as a .....
6. Persons are excluded from the school and labor system because of .....
7. Sporting activity as an instrument of .....
8. When there are no readymade solutions, the social pedagogue has to make her/his own decisions concerning three dimensions:.....
9. The process of self-examination (and/or rehabilitation) of social norms allows, above all, the therapist together with the patient to .....
10. TV-Glad is a modern educational institution .....

**Расскажите** о формах и методах социальной педагогики в разных странах мира.

**Переведите на русский язык текст со словарём:**

**Gender and social environmental education in a globalised society**

There is no doubt that the environment and the associated harmful consequences of human actions represent a challenge for social education. Despite international efforts to reduce inequalities and the setting out of guidelines for social and ecological welfare, many people around the world – particularly women – are still living in precarious conditions. Concepts such as social justice, ecological citizenship and inclusion practices emerge as new conceptions in opposition to intolerance and marginalization. It is within the complex area that lies between rhetoric and the real dimensions of environmental issues that social education has played a role in responding to problematic situations from ecological and social crises. In these circumstances, some specialists have used education as a new discourse to bring about changes of attitudes and behaviour in relation to the deconstruction of gender bias.

## DICTIONARY

absence	отсутствие; недостаток;
abuse	ругательства; оскорбление; злоупотребление;
abuser	лицо, злоупотребляющее алкоголем или наркотиками;
addictive	вызывающий привычку; привыкание;
adverse	враждебный; неблагоприятный; противоположный; отрицательный; неблагоприятный; лежащий напротив;
adolescence	отрочество; юность;
adolescent	подросток; юноша или девушка; незрелая личность;
advert	обращаться к; ссылаться на; принимать во внимание (что-л.); ссылаться; упоминать;
appropriate	соответствующий; подходящий; уместный; надлежащий;
arrival	приезд; прибытие;
arrangement	приведение в порядок; расположение в определённом порядке; расстановка; классификация;

	систематизация; договорённость; соглашение; мероприятия; приготовления;
as well as	а также; так же как; не только ... но и;
attitude	позиция; отношение; положение;
attendance	присутствие; посещаемость; аудитория; публика;
available	имеющийся в распоряжении; доступный; действительный;
both ... and ...	и ... и; как ... так и;
behaviour	поведение; поступки; манеры; обращение;
benefit	преимущество; привилегия; польза; благо; выгода; прибыль;
brain	умственные способности; интеллект; ум; мозг; рассудок;
burden	ноша; тяжесть; груз; бремя;
charitable	доброжелательный; щедрый; отзывчивый; благотворительный;
challenge	вызов; сложная задача;
childhood	детство, детский возраст; отрочество; подростковый период;

circumstance	обстоятельства; условия;
citizenship	гражданство; подданство;
cohesiveness	сотрудничество; тесное; взаимодействие; совместимость;
conscious	сознающий; сознательный; ощущающий;
constantly	постоянно; непрерывно; неизменно;
conviction	убеждение; убеждённость; взгляды; уверенность; осуждение;
community	община; общество; сообщество;
comparisons	сравнение; сопоставление; сравнительная характеристика;
complexity	сложность; запутанность; запутанное дело; комплексность; что-л. сложное
connection	соединение; присоединение; связь;
concentration	концентрация; сосредоточение;
conjunction	соединение; связь;
consistency	последовательность; логичность; постоянство;
continuities	непрерывность; неразрывность; целостность;

contingency	вероятность; возможность;
core	ядро; суть; сущность; центр (чего-либо);
criminal	преступник; злодей; виновный в совершении преступления;
customer	покупатель; заказчик; клиент;
cure	лекарство; средство; лечение; курс лечения;
delinquent	правонарушитель; преступник;
departure	отъезд; отбытие; отправление;
dependence	зависимость; доверие;
deprivation	лишение; отнятие; потеря; утрата;
deprived	бедный; живущий в нищете; обездоленный;
despite	вопреки; несмотря на;
deterrent	удерживающий; сдерживающий; препятствующий; отпугивающий;
detrimental	причиняющий ущерб; вред; приносящий убыток;
development	развитие; рост; эволюция; улучшение; усовершенствование;
deviant	человек с отклонением от нормы;

disability	нетрудоспособность; инвалидность; неспособность; бессилие;
disabled	искалеченный; повреждённый; нетрудоспособный;
disadvantage	недостаток; вред; ущерб; убыток; невыгода; невыгодное положение;
discrimination	установление различия; дискриминация; ограничение в правах;
disease	болезнь; заболевание;
disorder	беспорядок; расстройство; болезнь; неисправности;
due to	в связи с ; вследствие; из-за; в результате; благодаря;
duty	долг; моральное обязательство; обязанность; налог; пошлина; служебные обязанности;
either ... or	или ... или; либо ... либо; ни ... ни (в отрицательном предложении);
embarrassment	затруднение; препятствие; помеха; замешательство; смущение;
emergency	крайняя необходимость; крайность; критическое положение;

enhancement	улучшение; средства, расширяющие технические возможности;
enough	достаточный; достаточно; довольно;
enrollment	численность контингента; внесение в список;
entity	существование; данность; сущность; организация; самостоятельное подразделение; юридическое лицо; единица; лицо;
environment	окружающая обстановка; окружение; окружающая среда;
eradication	вырывание с корнем; искоренение, истребление; уничтожение;
especially	особенно; в особенности; главным образом; в частности;
essential	обязательный; необходимый; основной; неотъемлемый; существенный;
ethnicity	этническая или расовая принадлежность; этническая группа;
expenditures	расходы; затраты; издержки;
exploitation	эксплуатация; разработка; разработка месторождения; использование
failure	неудача; неуспех; провал; несостоятельность;



	неспособность;
financial aid	финансовая помощь;
for instance	например;
frequently	часто; неоднократно;
frustration	разочарование; неудовлетворение; чувство безысходности;
fugitives	беженец; бродяга;
furthermore	кроме того; к тому же; более того; при этом;
gardener	садовник;
gender	пол; род;
government	правительство; управление;
growth	рост; прирост; увеличение; выращивание;
guardians	хранитель; опекун; попечитель; опекунша; охранник;
guidelines	руководство; основополагающие принципы;
handicapped	человек с физическими недостатками; человек с умственными недостаткам; нетрудоспособный;
homeless	бездомный; беспризорный;
housekeeper	экономка; домашняя

	работница; домовладелец;
human being	человек; человеческое существо;
huge	огромный; громадный;
idleness	безделье; праздность; лень;
illness	болезнь; нездоровье; расстройство;
implementation	выполнение; внедрение; введение в действие; реализация;
importance	значение; важность; значительность; значимость;
impulse	удар; толчок; порыв; побуждение; импульс;
increase	увеличивать; повышать; усиливать;
indispensable	необходимый; обязательный (о законе и т. п.); неотъемлемый;
inevitably	неминуемо; в силу необходимости; обязательно; неизбежно;
infant	младенец; дитя; ребёнок; малютка;
injustice	несправедливость; отказ в правосудии;
in order to	чтобы; с целью; для того, чтобы;
in particular	именно; в частности; в особенности;
in relation to	по отношению к; относительно; что касается;

	в отношении;
intractable	несговорчивый; упрямый; неуступчивый; трудновоспитуемый;
in this regard	в этом отношении; в этом смысле; при этом;
integration	интеграция; слияние; сведение в единое целое; комбинирование;
intervention	вмешательство; интервенция;
irregular	необычный; непринятый; нестандартный;
justice	справедливость; правосудие; законность (чего-л.);
juvenile	подросток; юноша; девушка;
kinship	родство; сходство; подобие;
labour	труд; работа; рабочая сила;
liability	обязанность; ответственность; обязательство;
limited	ограниченный; с ограниченным числом (мест и т.п.); с ограниченной ответственностью;
linkage	соединение; сцепление; связь;
maid	служанка; горничная; прислуга;
mainstream	основное направление (в искусстве, литературе и т.

	п.); главная линия; представляющий большинство;
maladjustment	неправильная регулировка; несоответствие; слабая адаптация (особ. к окружающей обстановке);
mankind	человечество; человеческий род;
melting	плавка; таяние;
mental disorder	душевная болезнь; расстройство психической деятельности; психическое расстройство;
mutual	взаимный; обоюдный; совместный;
neglect	пренебрегать (чем-либо); не обращать внимания (на кого-либо, что-либо);
newcomer	приезжий; новичок; начинающий (в какой-л. области);
on the one hand	одной стороны; с одной стороны;
oppression	угнетение; гнет; притеснение; подавление;
orphaned	осиротелый; лишившийся родителей;
outbreak	взрыв (гнева); вспышка (эпидемии);
overburdened	перегружать; нагружать сверх меры; отягощать;

participate	участвовать; принимать участие;
perspective	перспектива; вид;
piecemeal	частичный; постепенный; раздробленно; постепенно;
population	население; жители;
possible	осуществимый; вероятный; возможный
pot	горшок; котелок; кастрюля; банка;
precise	точный; определённый; тщательный; пунктуальный;
precursor	предтеча; предшественник; предвестник;
predominance	превосходство; преобладание; господство;
presence	присутствие; наличие;
preventive	предупредительный; профилактический;
priority	приоритет; старшинство; первенство; преимущественное право;
provision	снабжение; обеспечение; заготовка; запас;
quality	качество; свойство; высокого качества;
reference	ссылка; упоминание; сноска; рекомендация;
reflection	отражение; изображение; отблеск;

regulation	регулирование; упорядочение; устав; нормы; предписание;
resources	ресурсы; запасы
responsibility	ответственность; обязанность;
responsible for	ответственный за;
root	корень; основание;
rural	сельский; деревенский; сельскохозяйственный;
scale	масштаб; размер; шкала;
sensible	разумный; благоразумный; здравомыслящий; осмысленный;
separated	отдельное проживание; разделённый;
severe	суровый; жёсткий; тяжёлый; трудный;
significant	знаменательный; важный; существенный;
society	общественный строй; общество; общественность;
stability	устойчивость; стабильность; постоянство;
statutory	соответствующий закону; установленное законоположение; предписанный уставом; установленный законом;

subsidiarity	приоритетность низшего звена в принятии решений; система разрешения проблем на возможно более низком уровне;
substantial	питательный; существенный; важный; значительный; содержательный;
support	помощь; опора; содержание; поддержание;
suppression	подавление; замедление;
sustainable	устойчивый; рациональный; стабильный; жизнеспособный; рачительный;
temporary	временный; непостоянный;
therefore	по этой причине; вследствие этого; поэтому; следовательно; потому; оттого; таким образом;
tie	шнур; узел; галстук; соединение;
toddler	ребёнок; начинающий ходить; ребёнок ясельного возраста;
total	целый; общий; совокупный; полный; тотальный;
towards	к; по направлению к; по отношению; относительно; с целью;
throughout	повсюду; везде; во всех отношениях; совершенно; на

	всем протяжении; через;
unaccompanied	не сопровождаемый; без сопровождения;
urban	городской; большой современный город;
urgent	срочный; неотложный; крайне необходимый;
variable	переменная величина; переменная функция; переменный признак; переменная характеристика;
violence	насилие; принуждение; хулиганские действия; жестокость; применение силы;
vulnerable	уязвимый; ранимый; незащищенный;
well-known	широко известный; известный; знаменитый; популярный;
welfare	благосостояние; благополучие; достаток; социальное обеспечение; государственное пособие (по безработице и т.п.); мероприятия по улучшению бытовых условий (неимущих и т. п.);
with regard to	принимая во внимание; по отношению к; относительно; в отношении; что касается;



## КЛЮЧИ К ТЕСТАМ

### ТЕСТ 1

#### Семестр 1

#### **Переведи слова на английский язык:**

1. to be adopted;
2. innocence;
3. empowerment;
4. implementation;
5. vulnerable;
6. predominance;
7. to acquire;
8. enough;
9. challenge;
10. welfare;

#### **Переведи следующие фразы на английский язык:**

1. international and domestic laws;
2. family environment;
3. as well as;
4. put into practice;
5. infant labour;

6. in connection with;
7. children are the supreme assets of the nation;
8. the state's responsibilities and duties;
9. unaccompanied and separated children;
10. civil society;

**Заполни пропуски по-английски:**

1. The convention on the rights of the child in article 1 defines a child as, “every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier”
2. The Brazilian National Plan of Prevention and Eradication of Infant Labour (2004) defines infant labour as activities developed by those who are under 16 years old
3. The recent literature about infant labour points out that:
  - a) the amount of boys working is higher when compared with the girls;
  - b) there is a predominance of black children doing work;
  - c) there is a decrease of children working when the family income is improved and d) children from rural zones are more exposed to labour than children from urban zones.
4. The Rural Extension Centre, founded by Rabindranath Tagore, in 1922.
5. Temporary care arrangements: while the majority of separated and unaccompanied children will be reunited with a family member, the process of identifying, documenting and tracing often takes some time, ranging from hours or days to many years.

6. Trafficking, civil war, natural disasters, poverty, and HIV/AIDS, are just some of the situations that contribute to children being unaccompanied and separated from their parents and families.

7. Without the protection of parents, families, or guardians, children are at-risk of exploitation for child labor, commercial sex work, as well as physical and sexual abuse and neglect.

8. Historically, kids leave the Child Care Service at the age of 18, and they are expected to manage life on their own.

9. However research shows that most of the young people that depend on child care, has poor education, low income, depends on social benefits and are often unemployed.

10. The eating disorders and non-organic failure problem involves for example: children with very low weight, who refuse and spit out food; parents, who try to force the children to eat; parent, who neglect their children; attachments problems; problematic parent-child interaction; children who are tube-fed, as the parents are unable to make them eat.

**Расскажите** о современной ситуации детей и подростков (в том числе с ограниченными возможностями) в разных странах мира.

**Переведи на русский язык текст со словарём:**

**Проблема разрыва детей с социально-воспитательными службами  
в Народно-демократической республике Конго**

Во многих частях света, как и в нашей стране, дети становятся жертвами ухудшения социально-воспитательных структур, в которых предполагается, что они будут готовиться к социальной жизни и овладевать профессиональными навыками. По причине неразрешенных семейных конфликтов, войн, заболеваний, перемещения семьи, бедности, деградации социально-воспитательных структур происходит много случаев разрыва отношений между ними и детьми. Таким образом, многие дети лишены семьи, как следствие теряют защищенность, безопасность, а также лишаются питания, здоровья и образования. Это особенно касается детей, бросающих школу, детей военных и детей из неполных семей. Для подобных детей открывается широкая улица маргинализации, исключения из общества и социальной непригодности. В конечном итоге, такое поведение приводит их к проблемам в обществе и конфликтом с законом. Таковы аспекты социальной работы и результат разрыва между ребенком и социально-воспитательными учреждениями.

**ТЕСТ 2  
Семестр 2**

**Переведи слова на английский язык:**

1. to demand;

2. population;

3. newcomer;

4. to compete;

5. huge;

6. to define;

7. disease;

8. to lose;

9. behavior;

10. adolescent;

**Переведи следующие фразы на английский язык:**

1. both... and ....;

2. to treat the illness;

3. the violation of their rights;

4. functional skill;

5. psychologically and physically;

6. an indispensable role;

7. responsible for;

8. in this regard;

9. the appearance of the first symptoms;

10. little by little;

**Заполни пропуски по-английски:**

1. Immigrants in the nineteenth and early twentieth centuries became part of the great American melting pot. They learnt the language and integrated into the culture of their new home.
2. African Americans are very worried about this, because the illegal immigrants compete with them for houses, schools and especially jobs.
3. Rare diseases are defined as illnesses that occur below a certain limit in a population.
4. After the appearance of the first symptoms, a series of problems and difficulties start for the patients and their families:
  - A long wait, sometimes for years, before the right diagnoses is reached during which many misunderstandings must be supported and there is little help from the health institutions.
  - No specific cures are available (given the small number of persons affected by each single pathology, it is difficult to find medicines that can be used to treat the illness) and often there is no service available as a reference point.
  - The persons who go through this situation find themselves in a different world; different from the normal world but different also from the world of other disabled people.

- Isolation is complete not only because of the aspects of the cure but also because of the social aspects.
5. From rights approach, it's necessary to listen and support them to consolidate awareness of themselves, the opinion of the society they live in and the phenomena that affects them.
  6. It is a fact that one of the social groups that have been most dynamic in using technology innovatively for social progress has been the disabled.
  7. The objective for today is to develop a comprehensive socio-economic analysis of the status of women and adolescent girls with disabilities in Bangladesh and propose to initiate information technology based programs for women with disabilities which will help them to integrate in mainstream society whilst also establishing their basic human rights.
  8. Equine therapies are not simply to make a disable ride; we can do physical rehabilitation; psychotherapy; and educational therapy; but most of all, equine therapy deep meaning is to learn to live in a different way: treating the horses and other animals with humanity, we learn to behave properly as humans, with attention and care, with balance and communication, centered in constructive feelings and thoughts.
  9. The term Recreation and Entertainment Programs in Hospitals refers to the activities carried out with in-patients of any age, who due to the characteristics of their conditions have free time available.

10. Lifeworks Services is a nonprofit organization in Minnesota that helps people with disabilities live fuller lives that are integrated into the flow of community experience.

**Расскажите** о роли социальных работников в процессе усыновления и работе с приемной семьей.

**Переведи на русский язык текст со словарём:**

**Изменяя парадигму реабилитации неизвестных / потерявших память пациентов**

Индия проявилась, как страна с динамично-развивающейся экономикой в эру глобализации. В то время как с одной стороны у Индии сегодня есть преимущества, имея огромный резерв технически обученных и опытных кадров, с другой стороны все ещё существует значительная часть населения, которая живет ниже уровня бедности и неграмотны. Большинство из них проживают в сельских и полугородских центрах недалеко от таких городов как Нью Дели в поисках работы, где особенно распространены алкоголизм, наркотики и большой транспортный поток. Реабилитация таких пациентов – особенно важна, так как в большинстве случаев пациенты теряют память и не в состоянии установить свою личность. Неврологический центре Медицинского института Индии в Нью Дели рассчитан на 180 коек и занимается случаями травм головы, которая в большинстве случаев ведет к частичной или полной потере памяти. Институт в Нью Дели является автономной организацией правительства Индии, это престижный институт, в



котором есть всеобъемлющие условия для обучения, исследования и ухода за пациентами. Неизвестные/ потерявшие память пациенты остаются в больнице надолго, даже после того как достигли своего выздоровления, и тем самым не давая возможность для обследования других более нуждающихся пациентов. Нецелесообразное пребывание в больнице таких пациентов требует серьезных расходов со стороны правительства. В этой ситуации, роль медицинского социального работника признана особенно важной и значительной.

### **ТЕСТ 3**

#### **семестр 3**

#### **Переведите слова на английский язык:**

1. aftermath;
2. background;
3. self-determination;
4. humiliation;
5. handicapped;
6. violence;
7. inevitably;
8. toddler;
9. concentration;

10. maladjustment;

**Переведите следующие фразы на английский язык:**

1. in support of;

2. throughout the world;

3. richness of diversity;

4. mental impairments;

5. homeless people;

6. created by the community;

7. in relation to;

8. to share another's burden;

9. juvenile delinquents;

10. to a large extent;

**Заполните пропуски по-английски:**

1. The purpose of the association is to emphasize and promote the philosophy of social education and its uniqueness in being actively involved in partnership with clients, working with them, not only individually but in groups, families, communities, in the milieu, towards the development of their strengths and in resolving personal, social, and community difficulties.

2. Two main principles of the Convention are the principles of self-determination and social inclusion.

3. A fundamental element in social educational work is to facilitate integration and prevent marginalization and social exclusion.

4. The basic concerns of social welfare—poverty, disability and disease, the dependent young and elderly

5. The **FAIR**start project has a clear aim: orphaned children in particular (who are separated from their parents by circumstance) can be studied and stimulated through development of orphanage conditions in order to understand the positive imperatives of early stimulation.

6. Two visitors to Toynbee Hall soon introduced the settlement movement into the United States—Stanton Coit, who founded Neighborhood Guild (later University Settlement) on the Lower East Side of New York City in 1886, and Jane Addams, who with Ellen Gates Starr founded Hull House on the Near West Side of Chicago in 1889.

7. Comparisons between the welfare systems must therefore include reflections about questions regarding different social values.

8. In the United States the main social assistance and personal social service programs are county- and state-administered, with substantial federal government support.

9. Although English law makes extensive provision for the protection of children, personal social services have a well-established tradition of working with children and families on the basis of a cooperative partnership whenever possible.

10. In the poorest rural areas, where the majority of people live at or well below subsistence level, disaster relief is heavily supplemented by international aid agencies such as the United Nations and its associated agencies, including the World Health Organization and the International Labour Organization (ILO), charities such as Oxfam and the Save the Children Fund, and the governments of richer nations.

**Расскажите** об истории и организации социальной работы в разных странах мира.

**Переведите на русский язык текст со словарём:**

**Привлечение к труду людей с ограниченными возможностями: взгляд предпринимателей и учреждений по работе с людьми с ограниченными возможностями в развивающихся странах.**

Привлечение это процесс, во время которого общество адаптируется так, что позволяет полноценно участвовать людям из разных секторов общества, включая людей с ограниченными возможностями (ЛОВ), они, в свою очередь готовятся стать полноценными членами общества. Доступ ЛСВ к рынку вакансий является одним из аспектов привлечения к труду, важность которого относится к продвижению условий, удовлетворяющих их основные потребности, достижение самоуважения и развития их полного потенциала. Целью этого исследования было изучение различных предприятий, с более чем 100 служащими и учреждения, которые работают с молодыми людьми и взрослыми с ограниченными возможностями, чтобы определить, что они делают, для привлечения ЛОВ на рынке труда, и обнаружить возможные трудности, с которыми они встречаются в этом процессе. На основании мнения бизнес консультантов мы выяснили, что основная проблема состоит в низком уровне образованности и недостатке профессиональных навыков у ЛОВ.

## **ТЕСТ 4**

### **семестр 4**

#### **Переведите слова на английский язык:**

1. to enforce;
2. subconscious;
3. self-esteem;
4. to influence;
5. intrinsic;
6. collaboration;
7. leadership;
8. heritage;
9. to research;
10. to foreseen;

#### **Переведите следующие фразы на английский язык:**

1. comprehensive school;
2. by means of;
3. educational institutions;
4. fictional characters;

5. keep in mind;
6. in addition to;
7. neither ... nor ...;
8. people with intellectual disabilities;
9. qualitative and quantitative;
10. recreational activity;

**Заполните пропуски по-английски:**

1. Jane Adams is probably best known as the founder of Hull House in Chicago, one of the first social settlements in North America.
2. Among the facilities at Hull House were a day nursery, a gymnasium, a community kitchen, and a boarding club for working girls.
3. Art is also educational because it facilitates this process and can be utilized in many activities of support and cure.
4. In addition to their intellectual disability, the challenging behaviour in young persons was influenced by various neuropsychiatric symptoms (autism Asperger syndrome, ADHD) as well as problems in mental health.
5. Home-made comics of one's personal life situations can be used as a manual for social skills.
6. Persons are excluded from the school and labor system because of adverse situations as the poverty, school exclusion or some disability.
7. Sporting activity as an instrument of rehabilitation and education within a therapeutic framework for people with mental problems.

8. When there are no readymade solutions, the social pedagogue has to make her/his own decisions concerning three dimensions:

1. Knowing the clients and their needs
2. A theory-based method
3. Cultural and up-to-date activities

9. The process of self-examination (and/or rehabilitation) of social norms allows, above all, the therapist together with the patient to elaborate and build, through experimentation, modification and change, to render material useful for exchange in social representation that the individual makes of themselves by taking on a new role in society.

10. TV-Glad is also a modern educational institution targeting people with special needs in general, as well as a progressive way regarding the line of sheltered workplaces.

**Расскажите** о формах и методах социальной педагогики в разных странах мира.

**Переведите на русский язык текст со словарём:**

**Гендерное и социально-экологическое воспитание  
в глобализованном обществе.**

Нет сомнений, что окружающая среда и связанные с ней вредные последствия деятельности человека представляют особый интерес для социальных педагогов. Несмотря на международные усилия, нацеленные на сокращение неравенства и установление основных положений для социального и экологического благополучия, многие люди по всему миру – особенно женщины – до сих пор живут в сомнительных условиях. Такие концепции как

социальная справедливость, экологическая социальная ответственность и практики социализации, возникающие как новые концепции в противовес нетерпимости и маргинализации. Именно в этой сложной области, которая существует между риторическим и реальным измерением экологического аспекта, социальное образование сыграло значительную роль в ответ на проблемную ситуацию экологического и социального кризиса. В сложившихся обстоятельствах, некоторые специалисты используют образование как новую почву для внесения изменений в отношение и поведение относительно изменения гендерных предубеждений.



## PRONOUNCITION PRACTICE

### Proverbs and sayings.

Read the following English proverbs and sayings. Provide their Russian equivalents:

1. Don't put off till tomorrow what you can do today
2. All work and no play makes Jack a dull boy
3. Among the blind the one-eyed man is king
4. The appetite comes with eating
5. As the call so the echo
6. Birds of a feather flock together
7. Curiosity killed the cat
8. Don't teach fishes to swim
9. Early to bed and early to rise makes a man healthy, wealthy and wise
10. No news is good news
11. Live and learn
12. Two heads are better than one
13. East or west, home is best
14. Every dog has his day
15. Every family has a black sheep
16. Don't trouble trouble till trouble troubles you
17. The drowning man will catch at a straw
18. Faint heart never won fair lady
19. Fortune favors the fools
20. A friend in need is the friend indeed
21. God helps those who helps themselves
22. A good beginning makes a good ending
23. Like father, like son
24. Look before you leap
25. Never say die
26. Don't play with fire!
27. Better to do well, then to speak well.

**Rhymes. Read and remember it.**

**30 days have September,**  
April, June and November  
All the rest have thirty-one,  
Except for February dear,  
Which has twenty-eight days clear  
And twenty-nine in each leap year.

**When the weather is wet,**  
We must not fret.  
When the weather is cold,  
We must not scold (ворчать).  
When the weather is warm,  
We must not storm.  
But be joyful together  
Whatever the weather

**Solomon Grundy,**  
Born on Monday,  
Christened on Tuesday,  
Married on Wednesday,  
Ill on Thursday  
Worse on Friday  
Died on Saturday  
Buried on Sunday.  
This is the end  
Of poor old Solomon Grundy.

**If you ever, ever, ever**  
Meet a grizzly bear,  
You must never, never, never  
Ask him  
Where he is going  
Or what he is doing.

For if you ever, ever  
Dare  
To stop a grizzly bear,  
You will never  
Meet another grizzly bear.

**I met a little girl,**  
Who came from another land.  
I couldn't speak her language,  
But I took her by the hand.  
We danced together,  
Had such fun.  
Dancing is the language,  
You can speak with everyone.

**Songs.**  
**Read and remember**

**Steve Wonder**  
**"I just called to say"**

No New Year's Day to celebrate  
No chocolate covered candy hearts to give away  
No first of spring, no song to sing  
In fact, it's just another ordinary day  
No April rain, no flower's bloom  
No Wedding Saturday within the month of June  
But what it is, is something true  
Made up of these three words  
That I must say to you.  
I just called to say, "I love you"  
I just called to say how much I care.  
I just called to say, "I love you"

And I mean it from the bottom of my heart  
No summer's high, no warm July  
No harvest moon to light one tender August night  
No autumn breeze, no falling leaves  
Not even time for birds to fly to southern sky  
No Libra sun, no Halloween  
No giving thanks to all the Christmas joy you bring  
But what it is though old so new  
To fill your heart  
Like no three words could ever do

**ABBA**

**“Money, money, money”**

I work all night; I work all day, to pay the bills I have to pay  
Ain't it sad  
And still there never seems to be a single penny left for me  
That's too bad  
In my dreams I have a plan  
If I got me a wealthy man  
I wouldn't have to work at all; I'd fool around and have a ball...

Money, money, money  
Must be funny  
In the rich man's world  
Money, money, money  
Always sunny  
In the rich man's world  
Aha-a-a...  
All the things I could do  
If I had a little money  
In the rich man's world

A man like that is hard to find but I can't get him off my  
mind  
Ain't it sad  
And if he happens to be free I bet he wouldn't fancy me  
That's too bad  
So I must leave, I'll have to go  
To Las Vegas or Monaco  
And win a fortune in a game; my life will never be the  
same...

Money, money, money  
Must be funny  
In the rich man's world  
Money, money, money  
Always sunny  
In the rich man's world  
Aha-a-a...  
All the things I could do  
If I had a little money  
In the rich man's world

## **John Lennon and Paul McCartney**

### **“Yesterday”**

Yesterday  
All my troubles seemed so far away,  
I'm not half the man I used to be,  
There's a shadow hanging over me.  
Oh, yesterday came suddenly.  
Now it looks as though they' re  
Here to stay.  
Oh, I believe in Yesterday  
Why she had to go

I don't know, she wouldn't say.

I said something wrong,  
Now I long for yesterday.

Yesterday

Love was such an easy game to play,  
Now I need a place to hide away  
Oh, I believe in yesterday

**ABBA**

**“I have a dream”**

I have a dream -a song to sing  
To help me cope with anything

If you see the wonder of a fairy-tale

You can take the future

Even if you fail.

I believe in angels

Something good in anything I see

I believe in angels

When I know the time is right for me

I'll cross the stream

I have a dream

I have a dream- a fantasy

To help me through reality

And my destination makes it worth the while

Pushing through the darkness till another night

No Doubt

Don't speak

You and me

We used to be together

Every day together

Always

I really feel

I'm losing

My best friend

I can't believe

This could be the end

## **Topics for discussion**

### **My university**

1. I study at the Ural state pedagogical university.
2. Its graduates work in social service.
3. It was founded in 1930.
4. The university trains specialists in social service and public assistance for the Ural territory.
5. There are five buildings for study.
6. Students have all the necessary study and sport facilities: Computer Park, library, and sport hall for wrestling, boxing, gymnastics, volleyball, basketball, and football.
7. Students are accommodated in a hostel with a canteen.
8. The university provides students with stationary and distance education.
9. Students are being trained in following faculties: theory and methods of kinds of sports, sport and tourism management, social work...
10. My favorite theoretical subjects are: Russian, English, Chemistry, Anatomy, Sport Rehabilitation, and Sport Medicine.

### **My working day**

1. I am (not) early riser. I get up at 7 and my working day begins.
2. I do my morning exercises.
3. I am a first-year student of the Ural state pedagogical university.
4. Our lessons begin at 8.30.
5. We study English, History, Sociology, Russian



and Culturology etc.

6. My specialty is social service and public assistance.
7. I often take part in various study activities, that's why I study hard.
8. I think I get a lot of useful experience; I want to become a good specialist in social service and public assistance.
9. In the evening I like to watch television, to listen to music, to read books, to visit my friends, to help needies.
10. My working day finishes at 11.

### **My profession**

1. One must study hard to be a good social worker.
2. All time I study and work.
3. In my dreams I have a plan.
4. I want to have a good job.
5. The problem of social help, social service and public assistance is very important today.
6. In Russia the social workers are in great demand.
7. There is no universal or ideal method of social help.
8. Everybody has his own way.
9. I must learn hard to get good knowledge and experience.
10. I like to help people.

### **My Weekends**

1. I am very busy and I don't have time to waste.
2. I am free only at the weekends.

3. I like sport very much.
4. I go in for different kinds of sports.
5. I look forward to the weekends.
6. As I like sport, I go in for it all my weekends.
7. But sport is not my only hobby.
8. I like helping people: buy medicine and food for elderly, care about the sick.
9. I have a good ear for music and like any good music.
10. I like to watch television, read something interesting, and visit my friends.

**USEFUL PHRASES for rendering:**

1. I've just read a new-story.
2. I'm going to look at the ...dated the... the of.....
3. Prominently featured (on this page,front,back) is one story.
4. The paper says, writes, reports that...
5. The headline of the new-story I've read is...
6. I'd like to make a survey of ...
7. The article is devoted to...
8. In the whole world a special mention is being made of the problems of...
9. The new-story in question gives a wide coverage to this problem too.
10. It draws the readers' attention to this impotent question.
11. The author provides information on.
12. The author, commentator, contributor, correspondent goes on to say, discusses, adds, focuses the readers attention on the fact that ...
13. The new-story, issue under discussion, in question states that..., informs about..., acquaints the readers with ...
14. I'll skip the details of the article.
15. Mention should be made of the fact that...-

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