

• **найти** в каждой части присущие ей средства связи, указывающие на ритм и последовательность мысли.

Подведя итог изложенному, можно отметить, что использование логико-уполночного подхода при чтении научной литературы, позволяет аспирантам и студентам и неформально понимать читаемый текст. Для реализации этой цели необходимо научить соискателей:

- разделять текст на композиционно - формальную и композиционно - смысловую структуры;
- выявлять смысловую структуру текста;
- определять логические связи между смысловой структурой текста.

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Методическая разработка учебного занятия по английскому языку для специальности «Специальная психология»

КЛЮЧЕВЫЕ СЛОВА: необучаемость, дисграфия

АННОТАЦИЯ: Статья посвящена методической разработке учебного занятия по английскому языку для специальности «Специальная психология». Интерес представляют тексты и упражнения, формирующие профессиональную компетенцию студентов.

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Methodic working studies in English for profession "Special psychology"

KEY WORDS: learning disability, dysgraphia.

ABSTRACT: The article is devoted to the consideration of methodic working studies in English for profession "Special psychology". Our special interest covers texts and different exercises for professional competence.

Курс, группа: группы второго курса института специального образования

Тема: *Learning Disabilities. Passive Voice*

Конспект занятия:

I. Rewrite the sentences using the present passive without by.

- People speak English in Australia => *English is spoken in Australia.*
- They sell mineral water in plastic bottles.
- People don't use this room very often.
- The postman delivers the letters at 8.00.
- They are cleaning the classrooms now.

- f) People use the Internet all over the world.
- g) They are repairing the road at the moment.
- h) The teacher is marking the tests.
- i) They aren't using the computer.
- j) He is doing the washing up.

2. Rewrite the sentences using the past passive without by.

- a) They postponed the match => *The match was postponed.*
- b) They built this house a hundred years ago.
- c) Did anyone answer your e-mail?
- d) Someone found this wallet in the street.
- e) A teacher wrote this workbook last year.
- f) They included VAT in the bill.
- g) They were building the metro when we were there.
- h) Someone was locking the doors when we arrived.
- i) He gave me a test.
- j) Someone woke us up early.

3. Answer the questions using the passive form of the verbs below and by. If you need help, some of the answers are given below.

invent, replace, form, write, own, heat, write, manufacture

- a) Who was the inventor of the light bulb? => *The light bulb was invented by Thomas Edison.*
- b) Which currency replaced the peseta, the franc, and the lira in 2002?
- c) How many countries form the United Kingdom?
- d) Who is the owner of this book?
- e) What type of heating have you got in your school - oil, gas, or electric?
- f) Who was the author of Hamlet?
- g) Which company was the manufacturer of the first PC?

Three (England, Scotland and Wales: Northern Ireland is a province):
Shakespeare: IBM: the euro

4. Read and translate the text, answer the following question: What does "dysgraphia " mean?

Dysgraphia

People who have unusual difficulty with skills like reading, writing, listening or working with numbers may have a learning disability. Today we discuss a condition with writing, called dysgraphia.

Writing is not an easy skill. It is both mental and physical. A person must be able to move the muscles in the hands and fingers to form letters and numbers. Some people are not able to move these muscles easily.

Experts say teachers and parents should suspect dysgraphia if they see handwriting that is unusually difficult to understand. Letters may be formed or spaced incorrectly. Capital letters may be in the wrong places.

Children with dysgraphia often hold their writing tools in an unusual position. They may also place the paper in an odd position for writing. The disorder generally appears when they first learn to write. Children continue to write wrong or misspelled words even after their teacher tries to show them the correct way.

Experts at the National Institutes of Health say the cause of the disorder is known. Some people with dysgraphia are able to improve their writing ability. However, others are not. As with other disorders, the most important part of treatment is to first identify the problem.

There are some simple interventions that can help students with dysgraphia. For example, schools can give them more time to complete writing activities and help with taking notes. Students might be permitted to type their work instead of writing by hand. Teachers can also permit students to take examinations by speaking the answers instead of writing them.

Dysgraphia often appears with other learning disabilities. Some students may not be able to organize their thoughts and think about how to write at the same time. So a teacher might advise them to type their ideas first, without thinking about writing skills.

Experts say people with dysgraphia may be able to write well if they work slowly and develop their skills. Technology can help. One way to avoid the problems of handwriting is to use a computer. Students can use the computer spell checker to help make sure every word is correct.

5. Match the two parts of the sentences:

<ul style="list-style-type: none"> • People who have unusual difficulty with skills • Writing is • A person must be able • The disorder generally appears • the cause of the disorder • the most important part of treatment is for someone 	<ul style="list-style-type: none"> • not an easy skill • may have a learning disability • when they first learn to write • is not known • to first identify the problem • to move the muscles in the hands and fingers to form letters and numbers
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6. Answer the following questions:

- What is the cause of the dysgraphia?
- When does dysgraphia appear?
- What signs of dysgraphia do you know?
- What interventions can help children or students with dysgraphia?

7. Read and translate the text:

Special schools

Today we examine what schools are doing to help students with learning disabilities.

Public schools and colleges in the United States are required by law to provide help. Congress approved the Rehabilitation Act in nineteen-seventy-three. This law requires schools to provide disabled students with opportunities equal to those for other students.

A more recent law requires public schools to establish a program for each child found to have a disability. Schools must write, and follow, a statement called IEP, an individualized education program. If not, parents may take legal action. Schools must provide special education services for free. Teachers with these skills are in high demand.

There are many ways to meet the needs of a student who has disabilities. One way is to give the student extra time to complete work. Teachers might also permit the student to take tests differently from others in class. For example, the teacher might let the student speak the answers. Or another person could write the answers that the student gives. Also, students who have trouble concentrating might wish to take tests in a room that is extra quiet.

Some students might want others to take notes for them during class. Or they might want to listen to recordings of books instead of reading them.

Technology is one way to help. There are computer programs, for example, designed for the needs of people with learning disabilities.

There are some schools in the United States that teach only students with learning disabilities. One is Landmark College in the northeastern state of Vermont. Students attend for up to three years. It prepares them to continue their education at other colleges. Classes at Landmark College are small. Students have their own learning plan, and a special teacher to help them study.

8. Answer the following questions:

- *What schools for special education in the USA do you know?*
- *What technology can help people with learning disabilities?*
- *What ways to meet the needs of a student who has disabilities are there?*
- *When did congress in the USA approve the Rehabilitation Act?*

9. Rearrange the words below to make four statements from the text:

- *are / small / classes at Landmark College*
- *their / students / own / plan / learning / have*
- *for free / must / provide / States / special education services*
- *demand / with / these skills / in / great / Teachers / are*

10. Complete these collocations with words from the text:

- *There are many ways to meet the needs of a student who has —.*
- *They might want to listen to — of hooks instead of reading them,*
- *One way is to give the student _____ to complete work.*
- *Teachers might also — the student to take tests differently from others in class.*
- *The teacher might let the student — the answers.*
- *Students who have - . . . might wish to take tests in a room that is extra quiet.*

ЛИТЕРАТУРА

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