**Методичні рекомендації до виконання контрольних робіт для студентів 3 курсу заочної та дистанційної форми навчання спеціальності «Соціальна робота» з дисципліни «Іноземна мова (за професійним спрямуванням)»**

**Контрольна робота № 5**

Завдання до контрольної роботи подані у п’яти варіантах. У 5 семестрі студенти виконують контрольну роботу № 5. Студент самостійно обирає варіант контрольної роботи. Номер варіанту роботи відповідає номеру студента в списку групи (студент під номером 6 обирає 1 варіант і т.д.). Контрольна робота перевіряється викладачем лише у разі її реєстрації на кафедрі іноземної філології НН ГМІ НАУ.

Студент отримує позитивну оцінку у разі засвоєння навчального матеріалу, написання контрольної роботи, відвідання всіх практичних занять та активної участі під час них.

**Вимоги до оформлення**:

1. Обов’язкова титульна сторінка.
2. Шрифт – 14, всі поля – 2 см.
3. Друкуєте спочатку англійський текст, потім переклад.
4. Завдання 3

Питання – відповідь.

1. Завдання 4
2. Речення – **true or false** (виправлене речення)

**POWER OF GROUPS ON PERSONALITY DEVELOPMENT. PART 1**

The formation of proper attitudes, that are crucial to personality of an individual, takes place through groups. It is the attitude that guides every action of human beings. Groups give opportunities for individuals to expose themselves to a variety of situations that shape their attitudes.

Groups also change the stages of aspiration that individuals have. It is well recognized that individuals reach higher goals if their aspiration stage is also high. Individuals constantly check their aspiration stage with those of others in the group and change it if theirs is at a lower stage. For instance, candidates aspiring for political offices join political parties and circles where they meet other political office aspirants and get inspired through their communication and activities. Thus, they are able to set higher goals for themselves after joining the group than when they would have acted individually.

Individual patterns of living, working and life pursuits also determine one’s personality. These patterns could also be customized through participation in groups. Individual’s hobbies are greatly influenced through groups. Likewise, in work life, how a person manages time and responds to stress would be greatly influenced through the group in which he/she belongs to.

Groups help individuals gain a perception of one’s self and his/her role in society. The constant feedback an individual gets from other group members helps him or her build the self-image of one’s self. One can understand the kind of personality he/she has with the help of groups. Individuals can also determine what their role is based on the feedback given through others. Groups also power one’s mission in life. We see many individuals who join groups to serve society in dissimilar ways. Whether an individual becomes self-serving and materialistic or altruistic may greatly depend on the group he/she belongs to.

Groups give immense psychological support and help individuals express both positively and negatively. One of the key determinants of personality development is the psychological support required through the individual through whom he/she can experiment with behaviour as well as express his/her ideas, opinion and feelings freely without the threat of rejection. Groups give ample opportunities for this leading to personality development.

Groups for the purpose of group work are usually classified into two kinds: treatment and task groups. They are classified according to their primary purpose.

Five primary purposes of treatment groups are support, education, growth,therapy and socialization.

Support groups can be distinguished from other groups by supportiveintervention strategies through their primary goals: to foster mutual aid, tohelp members cope with stressful life events, and to revitalize and enhancemembers’ coping abilities so that they can effectively adapt to and cope withfuture stressful life events. Examples of support groups contain the following: 1) a group of children meeting at school to talk about the effects of deaths in their families on their lives; 2) a group of people diagnosed with cancer, and their families, discussing the effects of the disease and how to cope with it; 3) a group of recently discharged psychiatric patients discussing their adjustment to community living.

Leadership of support groups is characterized through a facilitative approach that emphasizes helping members share their communal experiences in coping with a stressful event. The group worker helps members share their experiences and empathically respond to each other. Simply recounting events, ventilating feelings, and reflecting on efforts to cope can promote self-understanding and help overcome loneliness, separation and despair. A major role ofthe worker is to facilitate hope in the future and motivate members toimprove coping skills through self-help and mutual aid. Strong emotional bonds often develop quickly in support groups because of member’s sharedexperiences. Emotional bonding may also occur because members arestigmatized through the superior community and find comfort and power intheir association with each other.

The primary purpose of educational groups is to help members learn newinformation and skills. Educational groups are used in a variety of settings,including treatment agencies, schools, nursing homes, correctional institutionsand hospitals. Examples of educational groups contain the following: 1) a group of women in slums who want to know in relation to the reproductive and child health; 2) a group of parents who are going to adopt children; 3) a group of Non-Governmental Organisation (NGO) leaders who want to be more effective.

All educational groups are aimed at rising members’ information or skills. Mainly groups routinely involve presentations of information and knowledge through experts. They also often contain opportunities for group discussion to foster learning. When workers manage educational groups, they concentrate on both the individual learner and groups as vehicles for learning, reinforcement, and discussion. In addition, workers consider each members’ knowledge of the subject matter and stage of skills and experience so that members derive at mainly benefit from the learning procedure.

Growth-oriented groups offer opportunities for members to become awareof, expand, and change their thoughts, feelings, and behaviour concerningthemselves and others. The group is used as a vehicle to develop members’capabilities to the fullest. Growth groups focus on promoting socio-emotionalhealth rather than remediation socio-emotional illness. Examples of growthgroups contain the following: 1) a group for newly married couples; 2) a value clarification group for youth; 3) a consciousness raising group for Rotary club members.

Growth groups usually stress self-improvement and the potential of human beings to live a full and rewarding life, especially through improved relationship with others. They give a supportive atmosphere in which individuals can gain insights, experiment with new behaviours, get feedback and grow as human beings. The bond in growth groups stem from members’ commitment to help one another develop and maximize their potentials. When workers compose growth groups, they often select members who have diverse backgrounds and the potential to enrich and broaden each other’s’ experiences. Communication in growth groups is member-centred and highly interactive.

Therapy groups help members to change their behaviour, cope with personaltroubles or rehabilitate themselves after physical, psychological or socialtrauma. Examples of therapy groups contain the following: 1) a psychotherapy group for outpatients at a community mental health centre; 2) a group sponsored through an NGO for people who want to stop smoking; 3) a group for children who are first time offenders.

In therapy groups, members come together to solve their troubles. The group leader is often viewed as an expert, a power figure and a change agent. Members’ troubles are assessed and treatment goals are urbanized with the help of the worker. Although the group has a common purpose, each member may have a dissimilar problem with dissimilar symptoms. Therefore, to achieve individual goals, the worker often focuses on one member at a time. The stage of member’s self-disclosure is usually quite high.

Socialization groups help members learn social skills and socially acceptedbehaviour patterns so that they can function effectively in the community.They regularly use program activities such as games, role-playsor outings to help members accomplish individual goals. Examples ofsocialization groups contain the following: 1) a social club for outpatients of a psychiatry centre; 2) a group for children from poor and disadvantaged neighbourhoods.

There are at least three common shapes of socialization groups: social skills groups, governance groups and recreation groups. Some social skills groups such as assertiveness training groups are shaped for adults who wish to improve their existing skills. Social skills groups can be particularly useful for individuals who are unable or unwilling to communicate effectively and have difficulty engaging in satisfying social relationships. Young children, shy adolescents and mildly retarded adults are examples of people who can benefit from such groups. Program activities can help draw out these kinds of group members through helping them form meaningful relationships and learn social skills.

Governance groups are often found in residential settings such as nursing homes, psychiatric hospitals, correctional facilities and residential treatment centres. The purpose of these groups is to involve residents in the daily governance of the institution. Through their participation in the governance procedure, members learn advocacy, communication, and disagreement resolution and empowerment skills. They also learn to share with others, tale responsibility for their actions, and participate in decision-making processes.

Recreational groups are particularly significant for working with children, adolescents and older adults in neighbourhood centres. They can help members learn community values and accepted shapes of behaviour, develop interpersonal skills and feel a sense of belonging. In addition, recreational groups help members develop confidence in their ability to function as separately of a group and to function in other social situations.

Варіант 1

**1. Translate in Ukrainian**

The formation of proper attitudes, that are crucial to personality of an individual, takes place through groups. It is the attitude that guides every action of human beings. Groups give opportunities for individuals to expose themselves to a variety of situations that shape their attitudes.

Groups also change the stages of aspiration that individuals have. It is well recognized that individuals reach higher goals if their aspiration stage is also high. Individuals constantly check their aspiration stage with those of others in the group and change it if theirs is at a lower stage. For instance, candidates aspiring for political offices join political parties and circles where they meet other political office aspirants and get inspired through their communication and activities. Thus, they are able to set higher goals for themselves after joining the group than when they would have acted individually.

Individual patterns of living, working and life pursuits also determine one’s personality. These patterns could also be customized through participation in groups. Individual’s hobbies are greatly influenced through groups. Likewise, in work life, how a person manages time and responds to stress would be greatly influenced through the group in which he/she belongs to.

Groups help individuals gain a perception of one’s self and his/her role in society. The constant feedback an individual gets from other group members helps him or her build the self-image of one’s self. One can understand the kind of personality he/she has with the help of groups. Individuals can also determine what their role is based on the feedback given through others. Groups also power one’s mission in life.

2. **Create your own heading to each paragraph to the TEXT 2. POWER OF GROUPS ON PERSONALITY DEVELOPMENT** (Your heading should encompass the main idea, not just specific details).

**3. Answer the questions:**

1. Whatguides every action of human beings?

2. How does a group influence a perception of individuals and their role in society?

4. **Define whether the following statements are true or false. Correct them when they are false.**

1. Individuals constantly check their aspiration stage with those of others in the group and change it if theirs is at a lower stage.
2. The formation of proper attitudes that are crucial to personality of an individual takes place through groups.
3. Individual patterns of living, working and life pursuits also determine one’s personality.

An individual gets the constant feedback from other group members; helps build the self-image of one’s self

**5. Make up 5 types of questions to the following sentence:**

1. Recreational groups are particularly significant for working with children, adolescents and older adults in neighbourhood centres.

Варіант 2

**1. Translate in Ukrainian**

The primary purpose of educational groups is to help members learn newinformation and skills. Educational groups are used in a variety of settings,including treatment agencies, schools, nursing homes, correctional institutionsand hospitals. Examples of educational groups contain the following: 1) a group of women in slums who want to know in relation to the reproductive and child health; 2) a group of parents who are going to adopt children; 3) a group of Non-Governmental Organisation (NGO) leaders who want to be more effective.

All educational groups are aimed at rising members’ information or skills. Mainly groups routinely involve presentations of information and knowledge through experts. They also often contain opportunities for group discussion to foster learning. When workers manage educational groups, they concentrate on both the individual learner and groups as vehicles for learning, reinforcement, and discussion. In addition, workers consider each members’ knowledge of the subject matter and stage of skills and experience so that members derive at mainly benefit from the learning procedure.

Growth-oriented groups offer opportunities for members to become awareof, expand, and change their thoughts, feelings, and behaviour concerningthemselves and others. The group is used as a vehicle to develop members’capabilities to the fullest. Growth groups focus on promoting socio-emotionalhealth rather than remediation socio-emotional illness. Examples of growthgroups contain the following: 1) a group for newly married couples; 2) a value clarification group for youth; 3) a consciousness raising group for Rotary club members.

**2. Create your own heading to each paragraph to the TEXT 2. POWER OF GROUPS ON PERSONALITY DEVELOPMENT** (Your heading should encompass the main idea, not just specific details)

**3. Answer the questions:**

1. What groups are classified according to their primary purpose?

2. What are primary purposes of treatment groups?

4. **Define whether the following statements are true or false. Correct them when they are false.**

1. Individuals constantly check their aspiration stage with those of others in the group and change it if theirs is at a lower stage.
2. The formation of proper attitudes that are crucial to personality of an individual takes place through groups.
3. Individual patterns of living, working and life pursuits also determine one’s personality.

**5. Make up 5 types of questions to the following sentence:**

Groups give opportunities for individuals to expose themselves to a variety of situations that shape their attitudes

Варіант 3

**1. Translate in Ukrainian**

Support groups can be distinguished from other groups by supportiveintervention strategies through their primary goals: to foster mutual aid, tohelp members cope with stressful life events, and to revitalize and enhancemembers’ coping abilities so that they can effectively adapt to and cope withfuture stressful life events. Examples of support groups contain the following: 1) a group of children meeting at school to talk about the effects of deaths in their families on their lives; 2) a group of people diagnosed with cancer, and their families, discussing the effects of the disease and how to cope with it; 3) a group of recently discharged psychiatric patients discussing their adjustment to community living.

Leadership of support groups is characterized through a facilitative approach that emphasizes helping members share their communal experiences in coping with a stressful event. The group worker helps members share their experiences and empathically respond to each other. Simply recounting events, ventilating feelings, and reflecting on efforts to cope can promote self-understanding and help overcome loneliness, separation and despair. A major role ofthe worker is to facilitate hope in the future and motivate members toimprove coping skills through self-help and mutual aid. Strong emotional bonds often develop quickly in support groups because of member’s sharedexperiences. Emotional bonding may also occur because members arestigmatized through the superior community and find comfort and power intheir association with each other.

All educational groups are aimed at rising members’ information or skills. Mainly groups routinely involve presentations of information and knowledge through experts. They also often contain opportunities for group discussion to foster learning.

**2. Create your own heading to each paragraph to the TEXT 2. POWER OF GROUPS ON PERSONALITY DEVELOPMENT** (Your heading should encompass the main idea, not just specific details)

**3. Answer the questions:**

1. What are primary goals of support groups?

2. What opportunities are contained in educational groups?

4. **Define whether the following statements are true or false. Correct them when they are false.**

1. Some social skills groups such as assertiveness training groups are shaped for adults who wish to improve their existing skills.
2. Therapy groups help members change their behaviour, cope with personaltroubles or rehabilitate themselves after physical, psychological or socialtrauma.
3. All psychological groups are aimed at rising members’ information or skills.

**5. Make up 5 types of questions to the following sentence:**

1. Program activities can help draw out these kinds of group members through helping them form meaningful relationships and learn social skills.

Варіант 4

**1. Translate in Ukrainian**

Leadership of support groups is characterized through a facilitative approach that emphasizes helping members share their communal experiences in coping with a stressful event. The group worker helps members share their experiences and empathically respond to each other. Simply recounting events, ventilating feelings, and reflecting on efforts to cope can promote self-understanding and help overcome loneliness, separation and despair. A major role ofthe worker is to facilitate hope in the future and motivate members toimprove coping skills through self-help and mutual aid. Strong emotional bonds often develop quickly in support groups because of member’s sharedexperiences. Emotional bonding may also occur because members arestigmatized through the superior community and find comfort and power intheir association with each other.

The primary purpose of educational groups is to help members learn newinformation and skills. Educational groups are used in a variety of settings,including treatment agencies, schools, nursing homes, correctional institutionsand hospitals. Examples of educational groups contain the following: 1) a group of women in slums who want to know in relation to the reproductive and child health; 2) a group of parents who are going to adopt children; 3) a group of Non-Governmental Organisation (NGO) leaders who want to be more effective.

All educational groups are aimed at rising members’ information or skills. Mainly groups routinely involve presentations of information and knowledge through experts. They also often contain opportunities for group discussion to foster learning. When workers manage educational groups, they concentrate on both the individual learner and groups as vehicles for learning, reinforcement, and discussion.

**2. Create your own heading to each paragraph to the TEXT 2. POWER OF GROUPS ON PERSONALITY DEVELOPMENT** (Your heading should encompass the main idea, not just specific details)

**3. Answer the questions:**

1.What are functions of growth groups?

2. Why is therapy group needed?

4. **Define whether the following statements are true or false. Correct them when they are false.**

1. Development groups focus on promoting socio-emotionalhealth rather than remediation socio-emotional illness.

2. All psychological groups are aimed at rising members’ information or skills.

3. Individuals constantly check their aspiration stage with those of others in the group and change it if theirs is at a lower stage.

**5. Make up 5 types of questions to the following sentence:**

1. A major role ofthe worker is to facilitate hope in the future and motivate members toimprove coping skills through self-help and mutual aid.

Варіант 5

1. **Translate in Ukrainian**

Socialization groups help members learn social skills and socially acceptedbehaviour patterns so that they can function effectively in the community.They regularly use program activities such as games, role-playsor outings to help members accomplish individual goals. Examples ofsocialization groups contain the following: 1) a social club for outpatients of a psychiatry centre; 2) a group for children from poor and disadvantaged neighbourhoods.

There are at least three common shapes of socialization groups: social skills groups, governance groups and recreation groups. Some social skills groups such as assertiveness training groups are shaped for adults who wish to improve their existing skills. Social skills groups can be particularly useful for individuals who are unable or unwilling to communicate effectively and have difficulty engaging in satisfying social relationships. Young children, shy adolescents and mildly retarded adults are examples of people who can benefit from such groups. Program activities can help draw out these kinds of group members through helping them form meaningful relationships and learn social skills.

Governance groups are often found in residential settings such as nursing homes, psychiatric hospitals, correctional facilities and residential treatment centres. The purpose of these groups is to involve residents in the daily governance of the institution. Through their participation in the governance procedure, members learn advocacy, communication, and disagreement resolution and empowerment skills. They also learn to share with others, tale responsibility for their actions, and participate in decision-making processes.

Recreational groups are particularly significant for working with children, adolescents and older adults in neighbourhood centres. They can help members learn community values and accepted shapes of behaviour, develop interpersonal skills and feel a sense of belonging.

**2. Create your own heading to each paragraph to the TEXT 2. POWER OF GROUPS ON PERSONALITY DEVELOPMENT** (Your heading should encompass the main idea, not just specific details)

**3. Answer the questions:**

1. What are functions of socialization groups? What arecommon shapes of socialization groups?

2. What dogovernance groups provide?

4. **Define whether the following statements are true or false. Correct them when they are false.**

1. The formation of proper attitudes that are crucial to personality of an individual takes place through groups.

2. Individual patterns of living, working and life pursuits also determine one’s personality.

3. An individual gets the constant feedback from other group members; helps build the self-image of one’s self.

**5. Make up 5 types of questions to the following sentence:**

All psychological groups are aimed at rising members’ information or skills.