

АНГЛІЙСЬКА МОВА ДЛЯ ПСИХОЛОГІВ

ENGLISH FOR PSYCHOLOGISTS

PART 1

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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**Навчально-методична розробка до курсу «Англійська мова» для
спеціальності «Психологія»
ЧАСТИНА 1**

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Мета навчально-методичного посібника – забезпечити практичне оволодіння студентами лексичними та мовленнєвими моделями, необхідними для спілкування англійською мовою за фахом.

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ПЕРЕДМОВА

З прискоренням глобалізації і поширенням міжнародних ділових зв'язків України з іншими державами на політичному та економічному рівнях зростає потреба у висококваліфікованих фахівцях, які здатні вільно володіти основами ділового іншомовного спілкування. У таких умовах важливим є усвідомлення майбутніми фахівцями різних галузей необхідності їх майбутніх зв'язків із міжнародним середовищем, а одним з першочергових завдань освіти стає якісна підготовка фахівців, здатних до успішної професійної діяльності в межах світової спільноти. В цьому контексті істотно змінюються вимоги до володіння іноземною мовою фахівцями всіх рівнів, першорядного значення набувають практичні навички, що передбачають знання ділової іноземної мови в усному та писемному мовленні, вміння використовувати іноземну мову у своїй професійній діяльності.

Пропонований посібник має на меті ознайомити з основами іншомовного ділового спілкування, розширити словниковий запас за рахунок спеціальної лексики, виробити комунікативні навички ділового мовлення та навички ділового листування, організації ділових зустрічей та переговорів, оволодіння мовним матеріалом, необхідним під час здійснення ділових подорожей.

Посібник складається з тематичних розділів, кожен з яких містить 1) тексти інформативного характеру, які допоможуть орієнтуватися в певних ситуаціях професійної сфери, 2) лексичний матеріал з найчастіше вживаними мовленнєвими конструкціями відповідної тематики, та 3) систему вправ для успішного засвоєння та вдосконалення комунікативних навичок професійного спілкування

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TOPIC 1.

WHAT IS PSYCHOLOGY?

Active vocabulary:

to act – вести себе, діяти
amateur – любитель, непрофесіонал
aims – цілі
attractive – привабливий
to be aware of – усвідомлювати
to be concerned with – займатися чим-небудь, турбуватися про що-небудь
to collect evidence – збирати докази
common – поширений, звичайний
courts – суди
eyewitness testimony – свідчення очевидців
to ease – пом'якшувати
feelings – почуття
in a sense – в деякому значенні
to interact – взаємодіяти
knowledge – знання
measuring – вимірювання
to minimize accidents – звести до мінімуму нещасні випадки
motivations – мотиви, дії
observing – спостереження
on a date – на побаченні
to react – реагувати
to interact – взаємодіяти
parental divorce – розлучення батьків
phobias – фобії
prior to- до
to put to good use – заходити хороше застосування
quality of life – якість, рівень життя
reliable evidence – достовірні дані (свідчення)
reproduce – відтворювати
science – наука
scientific methods – наукові методи
society – суспільство
to solve major problems – вирішувати основні проблеми
thoughts – думки
testing – тестування
to use statistics – використовувати статистику

WHAT IS PSYCHOLOGY?

The word psychology comes from two Greek words: "Psyche" meaning "mind" or "soul" and "Logos" meaning "study of". Therefore, psychology means "study of the mind". There are many modern definitions of the term. One of them belongs to Atkinson, who defined psychology as "the scientific study of behaviour and mental processes". However, psychologists always disagreed not only about the definition of psychology, but also about what they should study and how they should do it.

The year 1879 is considered to be the start of psychology as a separate discipline. It was the date when Wilhelm Wundt created the first psychology laboratory in Leipzig, Germany. Americans disagree and think that William James was the "founding father of psychology" because in 1875 he started teaching a course on the relationship between physiology and psychology at Harvard University. In 1890 he wrote a book "Principles of psychology" which was a very important step in the history of psychology.

Psychology studies people: how they think, how they act, react and interact.

Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivations behind such behaviour.

In a sense, you are already a psychologist: we all are. We are interested in what makes people nervous, and how this understanding can help us to solve the major problems in society.

Studies in psychology give you knowledge how to go from being an "amateur psychologist" to a professional one.

How can you learn the science about behaviour? How can you use it to improve people's quality of life? How can you put your knowledge to good use in a career?

If you tell your friends you are interested in psychology, common reaction might be "well, can you tell what I'm thinking then?" or "Psychology? That's all just logics, isn't it?" Because we know our behaviour, we all have theories about it.

To psychology you have to learn scientific methods: observing, measuring, testing, using statistics to show what you find is reliable evidence. But psychologists do not simply collect evidence to explain people's behaviour: they use their understanding to help people with difficulties.

For example, psychologists are concerned with practical problems such as:

- How can we ease the effects of parental divorce on children?

- How can we minimize accidents on roads, rails, in the air?
- How can the courts ensure that eyewitness testimony is reliable?
- How should people act on a date – what do others find attractive?
- How can we help people overcome depression, stress or phobias?

1. Answer the questions:

1. Where does the word *psychology* come from?
2. How did Atkinson define psychology?
3. What year is considered to be the start of psychology?
4. Who created the first psychology laboratory?
5. Who is considered to be the "founding father" of psychology in the USA?
6. What is psychology?
7. What does psychology concerned with?
8. What scientific methods you have to learn?
9. What practical problems are psychologists concerned with?
7. How can psychology help us?

2. Are these sentences True or False:

1. Psychology studies people.
2. Psychology isn't concerned with motivations.
3. Psychologists are interested in what makes people nervous.
4. Psychologists are interested in how they can solve the major problems in society.
5. Studies in psychology give you knowledge how to go from being an "amateur psychologist" to a professional one.
6. To be a psychologist you have to learn scientific methods.
7. Psychologists use their understanding to help people with difficulties.

3. Choose the right word from the box and insert it into one of the sentences given below:

approach, to apply, application, environment, to deal with

1. These findings can be ... in industry.
2. Individuals try to adapt to the conditions of their social ...
3. Subjects used an extraordinary different ... to the problem.
4. Several

countries now have one or more research organizations which ...with the problem of human ageing. 5. It is difficult to translate laboratory and clinical findings directly into practical...

4. Translate into Ukrainian:

1. In recent years there have been a large number of studies of the dependence of animals on the environment. 2. Stott noted how often his child, at the age of 4 to 18 months, liked to perform new activities. 3. This behaviour marks the beginning of motivated activity which is of great importance for human beings, differentiating them from most other animals. 4. Various contacts with other people and the environment will help the child to develop an adaptable personality. 5. Hull and his co-workers were dealing with the data, received as a result of their experiments on animals. 6. Knowledge of neurology is becoming more and more important to the psychologist. 7. Man has been experimenting in one form or another since he appeared on the earth.

5. Give the summary of the following text: Psychology and Other Sciences

Behaviour is determined by a complex of factors that are partly biological, partly anthropological, partly sociological, and partly psychological. Therefore, psychology is closely related to both the biological and the social sciences. This is recognized by the large majority of modern psychologists. At the same time it should be emphasized that each area of science has its own subject-matter.

Biology— the science of life — is the study of how all living organisms grow, reproduce their kind, and carry on other life processes. The biological sciences most closely related to psychology are physiology, the study of the functioning of living organisms and their parts; neurology, the specialized scientific study of the brain and nervous system and their diseases; and embryology, the study of the growth and development prior to birth. Anthropology is the study of the physical evolution of mankind, the origins of social groups, and the development of civilization. Its examination of various cultures — especially the so-called primitive ones — has provided psychology with much significant data for understanding the influence of cultural factors on human behaviour patterns. Sociology studies the laws underlying the development and functioning of groups of all kinds — social, political, economic, religious. Both informal and formal institutions are studied, with emphasis on the observable characteristics of the groups' structure and

functioning rather than the individual motives or experience of the members. Sociology has helped psychology to understand not only group behaviour but also the social influences upon the behaviour of individuals. Psychologists, sociologists, and anthropologists have found that they can contribute very significantly to each other's efforts. As a result there has developed a new discipline known as behavioural science, with emphasis on the problem of developing valid generalizations about human behaviour in group situations.

6. Prepare a dialogue between a school-leaver and a psychology student of your University: The school-leaver has come to a meeting organized by University authorities for school-leavers. After the official part he/she comes up to the psychology student to ask him/her some questions in an informal way.

You may use the following as a guideline for the dialogue:

Q. — Excuse me, may I ask you a few questions? A.-...

Q. — As far as I know, you are a psychology student here, aren't you? A. -...

Q. — I got interested in your Department when I was listening to your Dean. Now, before making a final decision I'd like to have more information about psychology. A.-...

Q. — What kind of science is psychology? V A.-...

Q. — What is its subject-matter? A. - ...

Q. — Where is psychology applied and where do graduates from your Department work? A.-...

Q. — Was it difficult for you to enter the Department? Was the entrance competition tough? A. —

Q. — How do you like your studies and University life? A. - ...

Q. — Oh, your answers sound very interesting. Now I am convinced that psychology is what I need.

A. — I'll be glad to see you a student of our Department. I am sure, you won't regret if you make this choice.

TOPIC 2.

CAREERS IN PSYCHOLOGY

Active vocabulary

to assess – оцінювати
available – доступний, що є в наявності
autism – аутизм
behavioural disorder – порушення поведінки
bystander - перехожий
careers – можливості працевлаштування
career paths – кар’єрні можливості
to care for – турбуватися про когось або щось
courtroom – суд
directly – безпосередньо
disaster – катастрофа, нещасний випадок
executives – керівники
experience – досвід
experimental design – дизайн експерименту
innovators – винахідники
practitioners – практики
to vary – бути різноманітним
to treat – лікувати
intelligence – інтелект, розум
personality – особистість, характер
performer – виконавець (співак, актор)
to reduce – зменшувати
performance – результативність, продуктивність
jury – суд присяжних
plane crash – авіакатастрофа
victim – жертва
to recover from the shock of the event – відновлюватися після шоку події
flexibility of their schedules – гнучкість їх розпорядку дня
skill -- навик, вміння
to interpret data – інтерпретувати (подавати) дані
disorder – порушення
clinical psychology – клінічна психологія
short-term – короткостроковий
schizophrenia – шизофренія
phobias – фобії, страхи
youngsters – молодь
ethnic minorities – національні меншини

strengths – сильні сторони
gender – стать
sexual orientation – сексуальна орієнтація
well-being – самопочуття
to be affected by – піддаватися впливу
spiritual – духовний
environment – середовище, навколишнє середовище
diversity – різноманіття
improving productivity – поліпшення продуктивності
human resources specialists – спеціалісти відділу кадрів
staffing – підбір персоналу
strategic planning – стратегічне планування
quality management – управління якістю
rehabilitation – реабілітація
stroke – удар
victim – жертва
mental retardation – розумова відсталість
cerebral palsy – церебральний параліч
epilepsy – епілепсія

CAREERS IN PSYCHOLOGY

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behaviour, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation, and analysis. But psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research/ as they collect new information, these findings can be used by practitioners in their work with clients and patients

As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons, and corporate offices. They work with business executives,

performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Involved in all aspects of our world, psychologists must keep up with what is happening around us. When you're a psychologist, your education never ends.

Most psychologists say they love their work. They say that they have a variety of daily tasks and the flexibility of their schedules.

The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

Psychology is a very diverse field with hundreds of career paths. We all know about caring for people with mental and emotional disorders. Some other jobs like helping with the design of computer systems are less well-known. What all psychologists have in common is an interest in the minds and behaviors of both humans and animals.

Psychologists specialize in different areas within the field of psychology. Let's look some of the options available for you.

Clinical psychologists diagnose and treat mental, emotional, and behavioural disorders. These vary from short-term crisis, divorce to chronic problems, such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depressions. Others focus on specific groups: youngsters, ethnic minority groups, and the elderly, for example.

Counseling psychologists help people recognize their strengths and resources to fight with their problems. Counseling psychologists do counseling and psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g. schools, hospitals, businesses). Counseling psychologists help people understand and take actions on career and work problems. They pay attention to how problems and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion) on psychological well-being. They believe that behaviour is affected by many things,

including qualities of the individual (e.g. psychological, physical, or spiritual factors) and factors in the person's environment (e.g. family, society, and cultural groups).

Educational psychologists concentrate on how effective teaching and learning take place. They consider a variety of factors, such as human abilities student motivation, and the effect on the classroom of the diversity of race, ethnicity, and culture.

Industrial \ organizational psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training, and employee development. And others work as management consultants in such areas as strategic planning and quality management.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients to adapt their situation, frequently working with other health care professionals. They deal with issues of personal problems and interpersonal relations.

School psychologists work directly with public and private schools. They assess and counsel students, consult with parents and school staff.

Psychology Degrees

Your professional goals will dictate which psychology degree makes the most sense for you. Some employers will welcome you with a bachelor's degree, whereas others require you to earn your doctorate in psychology. You can even pursue an online psychology degree that fits your schedule and your lifestyle, making it even easier to pursue your passion as your career.

- **Associate degree in psychology:** Offers general education subjects as well as classes meant as introductions to the theories and practices of psychology.
- **Bachelor's degree in psychology:** Provides a foundation in psychological research methods, practices, and tools. You'll focus on topics like behavioral management, childhood development, and cognitive processes, with the option to begin a concentration in an area you may want to pursue.
- **Master's degree in psychology:** Allows you to specialize in an area of study, such as forensic psychology, school counseling, or social psychology. Your MA or MS

program will likely involve an internship or supervised practice to gain field experience.

- **Doctorate in psychology:** Required if you want to practice in any clinical capacity, as a licensed psychologist or psychiatrist, or if you want to pursue scientific research.

1. Answer the following questions.

- 1 What does the field of psychology include?
2. What is research in psychology concerned with?
3. What do psychologists do?
4. Where do psychologists work?
5. Do most psychologist like their work?
6. What skills many employers are interested in?
7. What do clinical psychologists do?
8. What do counseling psychologists give great respect for?
9. What do educational psychologists concentrate on?

2. Insert the missing words:

1. The field of psychology includes both... and
2. As scientists, psychologists use scientific methods, such as ..., and
3. As practitioners psychologists work in laboratories, hospitals, court rooms, schools and universities, prisons and corporate ...
4. Psychologists work with business executives,... and ... to reduce stress and... performance.
5. When you are a ... , your ... never ends.
6. Many employers are interested in the skills of ..., ..., and ...data.

3. Are the following sentences true or false.

1. The field of psychology includes practice, research and clinical psychology.
2. As scientists, psychologists follow scientific methods, using careful observation, experimentation, psychoanalysis.

3. Psychologists are frequent innovators. They invent new approaches to people and societies.

4. Psychologists work with performers, sportsmen and businessmen.

5. Psychologists help victims and bystanders of disaster.

4. Translate the following sentences:

1. There are more careers in psychology than in mathematics and history.

2. As Psychologists we should be intelligent, creative, understanding and innovative.

3. It is difficult to diagnose some psychological disorders. It is more difficult to treat them.

4. Victims and bystanders of such disasters as plane crash live in stress long after the accident.

5. Psychologists often provide help for people with different mental disorders.

6. Clinical psychologists treat mental, emotional and behavioral disorders. Examples of these are phobias and schizophrenia.

7. Some clinical psychologists treat specific problems exclusively and some focus on specific groups.

8. Young people and elderly people are examples of specific groups that clinical psychologists focus on.

9. Counseling psychologists help people to understand their problems.

10. Nowadays the work of the school psychologist has become very actual and important.

5. Fill in the gaps:

varied field, intelligence, to be creative, careers, serve as consultants, research, scientific methods, practice

There are many _____ in psychology. Psychology includes both _____, through which we learn fundamental things about human and animal behaviour, and _____, through which that knowledge

is applied in helping people to solve problems. Psychology is an extremely_____. Psychologists conduct research, _____, diagnose and treat people, and teach future psychologists and other types of students. They test _____ and personality. As scientists, psychologists use _____ of observation, experimentation, and analysis. But psychologists also need _____ in the way they apply scientific findings.

6. Discuss in the group.

1. How attractive is each career for you? Why and why not?
2. How prestigious is each career for you?
3. How well-paid is each career? Is it important for you?
4. How perspective is each career for your career growth?

7. Fill in the table.

	Place of work	Job description
Clinical psychologist		
Counseling psychologist		
Educational psychologist		
Rehabilitation psychologist		
School psychologist		
Industrial/organizational psychologist		

TOPIC 3. MOTIVATION

Active vocabulary

ability – можливість
achieve - досягати
avoid - уникати
conscious - свідомий
defense - захист
derive – вивести
drive - спонукання, стимул
esteem - повага
hunger - голод
maintain – зберігати, підтримувати
motivate - мотивувати
need - потреба
obstacle - перешкода
prevent – запобігти
promote - сприяти
reduction - скорочення
strive - прагнути
survive - вижити
thirst – спрага
utilize – використовувати

Motivation

Motivation is an area of psychology that has got a great deal of attention, especially in the recent years. The reason is because we all want to be successful, we all want direction and drive, and we all want to be seen as motivated.

Motivation is a person's readiness to pursue objectives. According to Douglas McGregor's *The Human Side of Enterprise*, there are two opposite sets of ideas about motivation.

The first set, which called "Theory X", is the traditional approach. In this view, average people are naturally lazy, want only security, dislike responsibility and prefer to be led. Therefore, they must be forced, rewarded and punished in order to get them to make an effort.

"Theory Y" takes the opposite view: that people are fond of their job and consider it as play or rest. They exercise self-control and a high degree of responsibility in the solution of organizational problems.

There are five major theories of motivation.

Instinct Theory. Instinct theory is derived from our biological make-up. All creatures are born with specific innate knowledge about how to survive. Animals are born with the capacity and knowledge of how to survive by spinning webs, building nests, avoiding danger, and reproducing. Humans have the same types of innate tendencies. Babies are born with a unique ability that allows them to survive; they are born with the ability to cry. We are also born with particular reflexes which promote survival. The most important of these include sucking, swallowing, coughing, blinking.

Drive Reduction Theory. According to Clark Hull (1943, 1952), humans have internal biological needs which motivate us to perform in a certain way. These needs, or drives, are defined by Hull as internal states of arousal or tension which must be reduced. A prime example would be the internal feelings of hunger or thirst, which motivates us to eat.

Arousal Theory. Similar to Hull's Drive Reduction Theory, Arousal theory states that we are driven to maintain a certain level of arousal in order to feel comfortable. Arousal refers to a state of emotional, intellectual, and physical activity. It is different from the above theory, however, because it doesn't rely on only a reduction of tension, but a balanced amount. It also does better to explain why people climb mountains, go to school, or watch sad movies.

Psychoanalytic Theory. Remember Sigmund Freud and his five part theory of personality. As part of this theory, he believed that humans have only two basic drives: Eros and Thanatos, or the Life and Death drives. According to Psychoanalytic theory, everything we do, every thought we have, and every emotion we experience has one of two goals: to help us survive or to prevent our destruction. This is similar to instinct theory, however, Freud believed that the vast majority of our knowledge about these drives is buried in the unconscious part of the mind.

Humanistic Theory. Although discussed last, humanistic theory is perhaps the most well known theory of motivation. According to this theory, humans are driven to

achieve their maximum potential and will always do so unless obstacles are placed in their way. These obstacles include hunger, thirst, financial problems, safety issues, or anything else that takes our focus away from maximum psychological growth.

1. Ask questions to underlined words or parts of sentences:

1. Motivation is an area of psychology that has got a great deal of attention, especially in the recent years. 2. There are five theories of motivation. 3. Instinct theory is derived from our biological make-up. 4. The internal feelings of hunger or thirst motivate us to eat. 5. Arousal Theory is different from Drive Reduction Theory because it doesn't rely on only a reduction of tension, but a balanced amount.

2. Complete the sentences.

1. Motivation is the area of psychology 2. There are five 3. Instinct theory is derived from 4. According to drive reduction theory 5. Arousal theory states that 6. According to psychoanalytic theory 7. The most well known theory of motivation is

3. Translate into Ukrainian.

1. People are motivated by their internal biological needs to perform in a certain way. 2. The famous pyramid called the Hierarchy of Needs was developed by Abraham Maslow. 3. He will be given a sedative at bedtime. 4. The patient is being operated on by the surgeon now. 5. The theory that has been discussed states that people are driven by their biological needs. 6. After the experiment had been completed the researchers published the results in the scientific journal. 7. By the end of the year the research will have been carried out. 8. It should be noted that this theory is the best known and is supported by the majority of specialists.

4. Answer the questions.

1. Why is motivation important? 2. What is the essence of instinct theory? 3. What motivates people according to drive reduction theory? 4. What does the arousal theory

state? 5. What are the two basic drives according to psychoanalytic theory? 6. What theory is the most popular?

5. Fill in the gaps:

long day, feelings, self-talk, approach, unmotivated, tired, discomfort,

Sometimes you might feel completely _____—and that’s ok. In that situation, allow yourself to feel the _____, hear the negative _____, and then take action anyway. For example, let’s say you come home after a _____ at work and just want to unwind and watch TV. Instead of turning the TV on, acknowledge that you’re _____ and then challenge yourself to read five pages of the book on your nightstand first. This _____ gives space for negative thoughts and _____, while helping you change ingrained patterns.

6. Answer the questions and give yourself a score

Record how well each of the following six items describes you. Be honest; there is no one to lie to but yourself!

Use the following scale:

- Hardly at all = 1
- Rarely = 2
- Sometimes = 3
- Often = 4
- Almost Always = 5

1. I am certain that I can achieve the goals I set for myself.
2. When working toward my goals, setbacks motivate me to work harder.
3. I establish my goals on the basis of what I want for myself in the future.
4. If I put forth enough effort, my abilities and talents will help me reach my goals.
5. I feel confident I can meet approaching deadlines associated with my goals.
6. Unexpected obstacles do not deter me from trying hard to reach my existing goals.

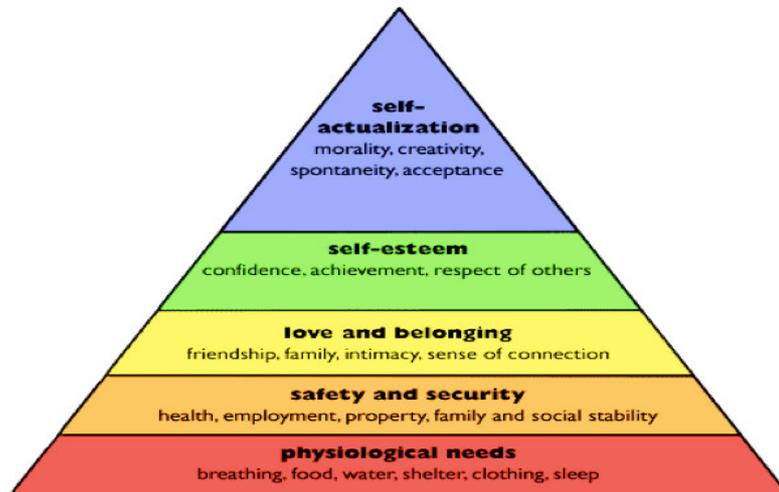
TOPIC 4.

MASLOW'S HIERARCHY OF NEEDS

Active vocabulary

abusive – схильний до насильства
applause – оплески, аплодисменти
appreciate – цінувати
basic needs – базові (основні) потреби
competence – компетентність
consistency – послідовність
craving – пристрасть
deficiency – дефіцит
desire – бажання
to establish – засновувати, започатковувати
esteem – оцінка
evil – злий
gratification – задоволення
growth – ріст
a hierarchy of needs – ієрархія потреб
irritation – роздратування
mentally ill – психічно хворий
pain – біль
safety – безпека
security – безпека
to seek – шукати
selfishly – егоїстично
self-actualization – самореалізація
self-esteem – самоповага, самооцінка
sick – хворий
unsatisfied needs – незадоволеність потреб

MASLOW'S HIERARCHY OF NEEDS



Abraham Maslow is known for establishing the theory of a hierarchy of needs. He wrote that human beings are motivated by unsatisfied needs, and that certain lower needs need to be satisfied higher needs can be satisfied. Maslow studied exemplary people such as Albert Einstein, Eleanor Roosevelt, and Frederic Douglas rather than mentally ill or neurotic people. This was a radical difference from two of the major school of psychology of his days: S. Freud's and B.F. Skinner's.

According to Maslow, there are general types of needs (psychological, safety, love, and esteem) that must be satisfied before a person can act not selfishly. He called these needs "deficiency needs". As long as we are motivated to satisfy these cravings, we are moving towards growth, towards self-actualization. Satisfying needs is healthy, blocking gratification make us sick or evil.

Psychological needs are the very basic needs such as air, water, food, sleep, sex, etc. When these are not satisfied we may feel sickness, irritation, pain, discomfort, etc. Once they are satisfied, we may think about other things.

Safety needs have to do with establishing stability and consistency in a chaotic world. These needs are mostly psychological in nature. We need the security of a home and family. However, if a family is dysfunctional, i.e., an abusive husband, the wife cannot move to the next level because she has problems with safety.

Love is the next of the ladder. Humans have a desire to belong to groups: clubs, work groups, religious groups, family, gangs, etc. We need to feel loved

(non-sexual) by others, to be accepted by others. Performers appreciate applause. We need to be needed.

There are two types of esteem needs. First is self-esteem which results from competence or mastery of a task. Second, there's the attention and recognition that comes from others. This is similar to the belongingness level; however, wanting admiration has to do with the need for power. People, who have all of their lower needs satisfied, often drive very expensive cars because doing so raises their level of esteem.

The need for self-actualization is "the desire to become more and more what one is, to become everything that one is capable of becoming." People who have everything can maximize their potential. They can seek knowledge, peace, esthetic experience, self-fulfillment, etc.

1. Answer the questions:

1. What is Abraham Maslow known for?
2. What motivated human beings according to Maslow?
3. What kind of people did Maslow study in order to develop his theory?
4. What needs does a person need to satisfy before a person can act unselfishly?
5. When are we moving towards self-actualization?
6. What are the very basic needs in Maslow's hierarchy of needs?
7. What needs are mostly psychological in nature?
8. What are the two kind of esteem needs?

2. Fill in the gaps:

deficiency needs", gratification, mentally ill, selfishly, unsatisfied needs, motivated, psychology, hierarchy of needs, types of needs, exemplary people

Abraham Maslow is known for establishing the theory of a _____. He wrote that human beings are motivated by _____, and that certain lower needs need to be satisfied before higher needs can be satisfied. Maslow studied _____ such as Albert Einstein, Eleanor Roosevelt, and Frederick Douglas rather than _____ or neurotic

people. This was a radical difference from two of the major schools of _____ of his days: S. Freud's and B.F Skinner's. According to Maslow, there are general _____ (physiological, safety, love, and esteem) that must be satisfied before a person can act not _____. He called these needs _____. As long as we are _____ to satisfy these cravings, we are moving towards growth, toward self-actualization. Satisfying needs is healthy, blocking _____ makes us sick or evil.

3. Translate into Ukrainian.

1. Physiological needs are the very basic needs such as air, water, food, sleep, etc. 2. Safety needs have to do with establishing stability and consistency in a chaotic world.3. Humans have a desire to belong to groups: clubs, work groups, religious groups, family, gangs, etc. 4. There are two types of esteem needs. First is self-esteem which results from competence or mastery of a task. Second, there's the attention and recognition that comes from others. 5. People who have everything can maximize their potential. 6. Satisfying needs is healthy, blocking gratification makes us sick or evil.

4. Discuss in the group.

1. Do you agree with the hierarchy of needs developed by Maslow?
2. Can you find the examples where you could see this theory at work.
3. Do you think it is universal?
4. Do you think there can be exemptions?

5. Read the following eight statements and tick below those that apply to you. There are no right or wrong answers. Interpretation guide below.

A) I am successful in life and/or work, and I'm recognised by my peers for being so. I'm satisfied with the responsibility and role that I have in life and/or work, my status and reputation, and my level of self-esteem.

B) I am part of, and loved by, my family. I have good relationships with my friends and colleagues - they accept me for who I am.

C) My aim is self-knowledge and enlightenment. The most important thing to me is realising my ultimate personal potential. I seek and welcome 'peak' experiences.

D) Aside from dieting and personal choice, I never starve through lack of food, nor lack of money to buy food. Aside from the usual trauma of moving house, I have no worry at all about having somewhere to live - I have 'a roof over my head'.

E) I generally feel safe and secure - job, home, etc - and protected from harm. My life generally has routine and structure - long periods of uncontrollable chaos are rare or non-existent.

Interpretation: circle

1 Biological Needs D

2 Safety Needs E

3 Belongingness and Love Needs B

4 Esteem Needs A

5 Self-Actualisation Needs C

Maslow said that needs 1-4 are deficiency motivators and are generally satisfied in order when the previous need is fully or partially satisfied. If ticked above they are probably satisfied. If a need ceases to be satisfied there is less or no motivation to strive to maintain or satisfy higher level needs. Need 5 is a growth motivator and if ticked this is likely to be a focus of motivation. This test is based on Maslow's Hierarchy of Needs.

YOUR PERSONAL HIERARCHY OF NEEDS

How do Maslow's needs translate into your own life? Use this worksheet to brainstorm your needs and where they fit in your own pyramid. When you're finished filling out this

worksheet, transfer your ideas onto your pyramid by drawing an image or icon that represents each need. Be sure to group them in the proper category and label each icon. You must have one icon for each question asked for each level.

1. The very bottom of the pyramid is your physiological or human survival needs: food, water, sleep, air.

- a. What foods do you eat?
- b. How much sleep do you get?
- c. How much water do you drink daily or do you rely on soda or other beverages? d.

Do you make healthy choices? What are they?

2. The next level from the bottom is your need for safety and security: shelter, protection, etc.

- a. Where do you go to feel safe?
- b. Who do you feel safe with?
- c. When do you feel safe?
- d. Who do you get support or mentoring from?

3. The middle level is your need to belong: Where do you belong?

- a. What groups do you belong to? (i.e. sports, church, music, school, etc.)
- b. Where do you belong?
- c. Who are your friends?
- d. Who do you care about?

4. The next level to the top is your need to have self-esteem:

- a. Where does your esteem (self-confidence) come from?
- b. How do you want others to perceive you?
- c. How do you build other's self-esteem?

5. The very top level is your need for self-actualization. Your needs are all fulfilled so you can begin helping others with their needs, as well as motivating yourself to reach your full potential.

- a. What are your goals?
- b. What makes you happy?
- c. What can you do to help others reach their needs?

6. List one need to the side or on the back of your pyramid, that you feel is not being met?
What is one thing you could do to help meet that need?

TOPIC 5.

WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?

Active vocabulary

to apply knowledge – застосовувати знання

to be granted the right – бути наділений правом

brain damage – пошкодження головного мозку

counseling services – послуги консультивання

distress – нещастя

dysfunction – дисфункція

to enhance – підвищувати, збільшувати

to evaluate – оцінювати

to maintain – підтримувати

neuropsychological disorders – нейропсихологічні розлади

personality disorder – розлад особистості

to prescribe – приписувати

psychotherapy – психотерапія

WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?

The work of psychologists and psychiatrists has much in common. Both psychologists and psychiatrists can provide psychotherapy and counseling services. Both psychologists and psychiatrists are trained to diagnose neuropsychological disorders and dysfunctions plus psychotic, neurotic and personality disorders and dysfunctions. Both professionals are granted the right to make such diagnosis by law while other doctors cannot. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional, social and interpersonal functioning.

However, there are some important differences in training and special skills. Psychiatrists as medical doctors can prescribe medications for psychological distress. Psychologists do not prescribe medications, instead focusing their treatment on psychotherapy. In addition, psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

The education of psychologists provide knowledge of psychological and emotional problems, personality and human development, integrated with specialized training in how

to apply this knowledge to helping people with emotional distress and other problems in living. The psychologists' training in research allows them to evaluate the best ways to help people and to make decisions on what helps and what doesn't help different people with various situations.

Psychologists also specialize in psychological testing. Psychological tests are used in situations where there are questions about what a person's particular problem is. For example, psychologists may use psychological tests to determine whether a child has a learning disorder. Psychologists also use psychological tests in legal cases or any time where uncertainty about what is troubling an individual. Psychological tests can include assessments of personality styles, tests of emotional well-being, intellectual (IQ) tests, tests of academic achievement, and tests for possible brain damage. The use of psychological tests requires years of training that involves not only learning how to give the tests, but also how to integrate all the information from a variety of tests, background information, interviews and knowledge of theories, research, psychological problems, personality and human development. Psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

It is important to be aware that there can be broad differences in training and philosophy among psychologists, psychiatrists, social workers and other therapists which can often lead to widely differing treatment approaches and understandings of psychological or emotional problems.

So, Psychologists- conducts psychotherapy, administer psychological tests, conduct research, and cannot prescribe medications to patients.

Psychiatrist- go to medical school and earn an M.D, able to perform assessment on patients, diagnosis, can treat and prevent of psychological problems, and able to prescribe medications to patients.

1. Answer the following questions.

1. What services can psychologists and psychiatrists provide to people?
2. What professionals are granted the right to diagnose neuropsychological disorders and dysfunctions?
3. What professionals are granted the right to prescribe medications?

4. What does the education of psychologists include?
5. When do psychologists do psychological tests?
6. What professionals specialize in psychological training?

2. Fill in the table.

Duties	PSYCHOLOGIST	PSYCHIATRIST

3. Translate into English.

1. У своїй роботі і психолог, і психіатр мають дуже багато спільного. 2. Психіатр повинен мати вищу медичну освіту. 3. Психіатр має право виписувати медичні рецепти. 4. Психолог допомагає людині зрозуміти, в чому полягає проблема і допомагає розв'язати цю проблему. 5. На мій погляд, робота цих фахівців дуже важлива зараз.

4. Translate the sentences into Ukrainian.

1. The work of psychologists and psychiatrists has much in common.
2. Psychologists and psychiatrists can provide psychotherapy and diagnose psychotic and neurotic disorders.
3. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional and social functioning.
4. Psychiatrists, as medical doctors, can prescribe medications for psychological dysfunctions.
5. The education of psychologists allows them to make decisions about what helps and what doesn't help different people with various situations.
6. Psychologists are allowed to use psychological tests. Psychological tests include assessments of personality styles, intellectual (or "IQ") tests, tests of academic

achievement, tests for possible brain damage and tests for specific psychological disturbances.

7. There are important differences understandings of psychological or emotional problems among psychologists and psychiatrists.

5. Fill in the gaps

to make decisions, to evaluate, to determine, personality and human, problems, tests, psychologists, person's, knowledge, different people

The education of _____ provide knowledge of psychological and emotional problems, _____ development, integrated with specialized training in how to apply this _____ to helping people with emotional distress and other _____ in living. The psychologists' training in research allows them _____ the best ways to help people and _____ on what helps and what doesn't help _____ with various situations. Psychologists also specialize in psychological testing. Psychological _____ are used in situations where there are questions about what a _____ particular problem is. For example, _____ psychologists may use _____ psychological tests _____ whether a child has a learning disorder.

6. Answer the questions:

Have you ever taken a psychological test? What was evaluated? Do you think the test was reliable? Do you think that psychologists can use tests to diagnose disorders?

7. Career Quiz

In this career quiz, there are 10 questions that will give you a pretty good perspective on whether the career of a Psychiatrist is right for you.

There are 3 answers to each question: Dislike, Okay and Like.

Answer “**Dislike**” if you tell yourself “Ugh... Sounds boring” or “I’m not sure”

Answer “**Okay**” if you tell yourself “Umm... I think I will be okay with that”

Answer “**Like**” if you tell yourself “Yes, I’m interested”

Question	Dislike	Okay	Like
You are interested in principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are interested in human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prescribe, direct, or administer psychotherapeutic treatments or medications to treat mental, emotional, or behavioral disorders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather and maintain patient information and records, including social or medical history obtained from patients, relatives, or other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You like working with ideas, and require an extensive amount of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You like searching for facts and figuring out problems mentally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question	Dislike	Okay	Like
You like working with, communicating with, and teaching people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You like helping or providing service to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You like working with forms, designs and patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You like work that requires self-expression and work that can be done without following a clear set of rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now count how many points you have.

Dislike = 0 point.

Okay = 1 point.

Like = 2 points.

Here are your results:

0 to 9 points = You will not like this career.

10 to 15 points = You are the right person for the job.

16 to 20 points = You are perfect for this career.

TOPIC 6.

SIGMUND FREUD. PSYCHOANALYSIS AS A THEORY AND A THERAPY.

Active vocabulary

association reflex – асоціативний рефлекс
at random – випадково, навмання
to be associated with – бути пов'язаним з
beggar-man – жебрак
to bring up – виховувати
conditional reflex – умовний рефлекс
to deny – заперечувати
environment – середовище, оточуюче середовище
escape – вихід
inherited capacities – успадковані здібності
infant – немовля
in sequence – в послідовності
the law of effect – закон ефекту
the law of exercise – закон вправи
to lead to – вести (призводити) до чого-небудь
observable – спостережуваний, помітний, виразний
of various complexities – різної складності
particularly – особливо
perception – сприйняття
primarily – перш за все, в першу чергу, спочатку
puzzle – загадка, головоломка
quote – цитата
thief – злодій
stimulation – стимуляція
to salivate – виділяти слину

SIGMUND FREUD. PSYCHOANALYSIS AS A THEORY AND A THERAPY

Sigmund Freud (1856-1939) was born May, 6, 1856, in a small town Freiberg. His father was a wool merchant with a keen mind and a good sense of humor. His mother was a lively woman, her husband's second wife and 20 years younger. She was 21 years old when she gave birth to her first son, Sigmund. Sigmund had two older half-brothers and six younger siblings. When he was four or five the family moved to Vienna, where he lived most of his life.

A brilliant child, always at the head of his class, he went to medical school, where became involved in research under the direction of a physiology professor Ernst Brucke.

Brucke believed in reductionalism: “No other forces than the common physical-chemical ones are active within the organism”.

Freud concentrated on neurophysiology, but only a limited number of positions at the university were available. Brucke helped him to get a grant to study, first with the great psychiatrist Charcot in Paris, then with Bernheim. Both these gentlemen were investigating the use of hypnoses with hysterics.

After spending a short time as a neurologist and director of a children’s ward in Berlin, he came back to Vienna, married his patient fiancée Martha Bernays, and set up practice in neuropsychiatry, with the help of Joseph Breuer.

Freud’s book and lectures brought him both fame and ostracism from the traditional medical community. He collected around him a number of very bright students who became the core of the psychoanalytic movement. Unfortunately, Freud rejected people who did not totally ignore with him. Some separated from him on friendly terms; others did not, and continued research to found competing schools of thought.

Freud emigrated to England just before World War II when Vienna became an increasingly dangerous place for Jews, especially ones as famous as Freud. Not long afterward, he died of the cancer of the mouth and jaw that he suffered from for the last 20 years of his life.

Sigmund Freud was a pioneer in the study of unconscious mental activity. His theories on the inner workings of the human mind are now accepted by most schools of psychological thought. In 1896, Freud created the term “psychoanalysis”, and later he developed its main principles, objectives, techniques, and methodology of psychoanalysis.

Psychoanalysis focuses on the unconscious aspects of personality. According to Freud, the human mind is like an iceberg. He believed that the conscious level of the mind was similar to the top of the iceberg which could be seen, but the unconscious was mysterious and was hidden.

In an outline of psychoanalysis Freud explains the principles of the psychoanalytic theory. He begins with an explanation of the three parts of the psychic apparatus – the id, the ego and the superego. The id is the unconscious part that contains the instincts. The ego has the quality of being conscious and is responsible for controlling the demands of the id. It serves as link between the id and the external world. Finally, the superego, whose

demands are managed by the id, is responsible for the limitation of satisfactions and represents the influence of others, such as parents, teachers, and role models, as well as the impact of racial, societal and cultural traditions.

As a therapy, psychoanalysis is based on the concept that individuals are unaware of the many factors that cause their behavior and emotions. These unconscious factors have a potential to produce unhappiness, which is expressed through a number of symptoms such as difficulty in relating to others, or problems with self-esteem. The basic objective of psychoanalysis is to remove neurosis and thereby cure patients by returning the damaged ego to its normal state.

The method of psychoanalysis has several steps. First, analysts gather material from patients' free associations, dreams and slips of the tongue. Second, analysts begin to form hypothesis about what happened to the patients in the past and what is happening to them in their daily life. If analysts reveal their conclusions to patients too soon, resistance due to oppression will occur. Overcoming this resistance requires additional time and effort by both the analysts and the patients. Once patients accept the conclusions they are cured.

The value of psychoanalysis as a theory and as a therapy has been questioned since the early 1900. Critics dispute the value of the data upon which Freud based his theories; and the method and effectiveness of psychoanalytic treatment. However, we should not forget the revolutionary introduction of the unconscious aspects of personality in the discipline of psychology.

1. Answer the following questions?

1. Where and when was Sigmund Freud born?
2. How many children were there in Freud's family?
3. Where did Freud study?
4. Why didn't he choose the career of a neurophysiologic researcher?
5. When did Freud publish his first book?

2. Make up sentences with the following expressions.

1. To open a private practice.
2. To support a family.

3. To specialize in something.
4. To reveal something meaningful.
5. To fall victim of something.

3. Fill in the blanks

the human mind, was hidden, theory, unconscious, psychic, psychoanalysis, conscious

Psychoanalysis focuses on the _____ aspects of personality. According to Freud, _____ is like an iceberg. He believed that the _____ level of the mind was similar to the top of the iceberg which could be seen, but the unconscious was mysterious and _____. In an outline of _____ Freud explains the principles of the psychoanalytic _____. He begins with an explanation of the three parts of the _____ apparatus – the id, the ego and the superego.

4. Translate the following sentences.

1. The method of psychoanalysis has several steps. 2. First, analysts gather material from patients' free associations, dreams and slips of the tongue. 3. Second, analysts begin to form hypothesis about what happened to the patients in the past and what is happening to them in their daily life. 4. The value of psychoanalysis as a theory and as a therapy has been questioned since the early 1900. 5. Critics dispute the value of the data upon which Freud based his theories; and the method and effectiveness of psychoanalytic treatment.

5. Are the following sentences true or false.

1. Psychoanalysis focuses on the unconscious aspects of personality. 2. In an outline of psychoanalysis Freud pointed out the principles of the psychoanalytic theory. 3. The id is the conscious part that contains the instincts. 4. The superego is responsible for the limitation of satisfactions and represents the influence of others. 5. The basic objective of psychoanalysis is to make neurosis. 6. Once patients accept the conclusions they are cured.

6. Choose one quotation and write an essay on the topic outlined in the quotation.

1. Being entirely honest with oneself is a good exercise.
2. It is always possible to bind together a considerable number of people in love, so long as there are other people left over to receive the manifestations of their aggression.
3. Just as a cautious businessman avoids investing all his capital in one concern, so wisdom would probably admonish us also not to anticipate all our happiness from one quarter alone.

TOPIC 7.

HISTORY OF BEHAVIOURISM

Active vocabulary

observable – спостережуваний, помітний, виразний

perception – сприйняття

to lead to – вести (призводити) до чого-небудь

environment – середовище, оточуюче середовище

primarily – перш за все, в першу чергу, спочатку

to be associated with – бути пов'язаним з

particularly – особливо

stimulation – стимуляція

association reflex – асоціативний рефлекс

conditional reflex – умовний рефлекс

to salivate – виділяти слину

puzzle – загадка, головоломка

escape – вихід

of various complexities – різної складності

in sequence – в послідовності

the law of exercise – закон вправи

the law of effect – закон ефекту

to deny – заперечувати

inherited capacities – успадковані здібності

quote – цитата

infant – немовля

to bring up – виховувати

at random – випадково, навмання

beggar-man – жебрак

thief – злодій

HISTORY OF BEHAVIOURISM

Behaviourism is the teaching that says that psychology must focus its attention on what is observable. Perceptions, thoughts, images, feelings are subjective and can never lead to an objective science. Behaviourists argue that the majority of behaviour is learned from the environment after birth, and psychology should investigate the laws and products of learning.

Behaviourism is primarily associated with Pavlov in Russia and with Thorndike, Watson and particularly Skinner in the United States.

The first behaviourists were Russians. The very first was Ivan Sechenov who thought that all behaviour is caused by stimulation. Volodymyr Behterev is another early

Russian behaviourist. He established the first psychology lab in Russia at the University of Kazan' in 1885, and he discovered what he called association reflex – what Pavlov called the conditional reflex.

The Russian psychologist Ivan Petrovych Pavlov (1848-1936) trained dogs to respond in a certain manner, for example, first ringing a bell before feeding them and then simply ringing the bell upon which stimulus they would begin to salivate as if they were about to eat.

Watson, Thorndike and Skinner used Pavlov's work and developed theories of learning that they attempted to use to explain all human behaviour.

Edward Lee Thorndike developed American version of behaviourism. He will always be remembered for his cat and his "puzzle boxes". These boxes have escape mechanisms of various complexities that required that the cats do several behaviours in sequence. From this research, he concluded that there were two laws of learning: the law of exercise (the more often it is used, the stronger is the connection) and the law of effect (when an association is followed by a "satisfying state of affairs", the connection is strengthened).

John Watson wrote about the principles of behaviourism in the article called "Psychology as a Behaviourist Views It". He denied the existence of any human instincts, inherited capacities or talents, and temperaments. This radical environmentalism is reflected in his best known quote: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents,... tendencies, abilities,... and race of his ancestors."

1. Answer the following questions

1. What is behaviourism?
2. What is the role of perceptions, images and feelings in behaviourism?
3. What is the argument of behaviourists about the role of environment in human development?
4. Who is primarily associated with behaviourism?

5. Who were the first behaviourists?
6. What animals did Pavlov use for his experiments on conditioned reflexes?
7. Who proceeded to develop theories of learning in America?
8. What will Edward Lee Thorndike be always remembered for?
9. What are the two laws of learning according to Thorndike?
10. What did John Watson write in his article "Psychology as a Behaviorist Views It"?
11. What was the position of John Watson on human instincts, inherited capacities or talents?

2. Make up sentences with the following expressions.

1. To open a private practice.
2. To support a family.
3. To specialize in something.
4. To reveal something meaningful.
5. To fall victim of something.

3. Translate the following sentences into Ukrainian.

1. During his training he made friends with Mary very beautiful young lady.
2. My grandfather was a small merchant, so our family was rather respectful.
3. In 1987, my uncle was appointed professor at the University of Moscow.
4. Larry was a good student, and very ambitious.
5. Jerry left Austria and he and his family went to England.

4. Translate into English.

1. В наші дні у всіх високорозвинених країнах лікарі мають приватну практику.
2. Кожна людина хоче мати відданого друга.
3. Цей амбітний психолог заручений з дуже красивою і заможною дівчиною.
4. Дуже багато людей в нашій країні помирають від раку.
5. Забудькуватість нашого вчителя завжди засмучує мене.

5. Critical Thinking Questions:

- 1. What are some of the weaknesses of radical behaviorism as it was conceptualized by B.F. Skinner?*
- 2. What are some ways you can potentially see the application of behavioral principles (e.g., the law of effect, principle of reinforcement) in your everyday life?*

6. Do you think that some behaviourist principles can be used in modern education? If yes, find examples how it can be used effectively. Write an essay.

TOPIC 8.

JEAN-MARTIN CHARCOT. BURRHUS FREDERIC SKINNER.

Active vocabulary

- akin — близький, споріднений
aspiration — прагнення, сильне бажання
to attain — досягати, домагатися
contradictory — суперечливий
consistency — узгодженість, послідовність
correlate — корелят, співвідносне поняття, відповідник
deciphering — розшифровування
to deflate — знижувати
deprived — позбавлений
drive — стимул, потяг
effort - зусилля
embarrassed - збентежений
endeavour — намагання, зусилля
to flick out — висунути
furthermore — до того ж, крім того
incentive — спонука, стимул
inconsistent — несумісний, невідповідний
inevitable — неминучий, невідворотний
to inflate — підвищувати
to inundate — наповнювати, переповнювати
persistence — наполегливість, витривалість, стійкість
queue — черга
to release — випускати, знімати, реалізовувати
requirement — потреба
to resolve — вирішувати, розв'язувати
to rid – позбавляти
to shove — штовхатися
to take precedence over/ of — переважати, мати пріоритетне становище

JEAN-MARTIN CHARCOT

Jean-Martin Charcot (1825-1893) was born in Paris on November 29, 1825. He received his Master's degree at the University of Paris in 1853. In 1860 he became a professor at his alma mater. Two years later, he began to work at hospital as well. In 1882, he opened a neurological clinic and became known throughout Europe. Students came

from everywhere to study the new field. Among them were Alfred Binet and a young Sigmund Freud.

Charcot is well known in Medical circles for his studies of the neurology of motor disorders, resulting diseases and localization of brain functions. He is considered the father of modern neurology.

In psychology, he is best known for his use of hypnosis to successfully treating women suffering from the psychological disorder then known as hysteria.

Charcot believed that hysteria was due to a congenitally weak nervous system, combined with the effects of some traumatic experience. Hypnotizing these patients brought on a state similar to hysteria itself. He found that, in some cases, the symptoms would actually lessen after hypnosis, although he was only interested in studying hysteria, not in curing it. Others would later use hypnosis as a part of curing the problem.

Charcot died in France, on August 16, 1893.

BURRHUS FREDERIC SKINNER

B.F. Skinner (1904-1990) was born on March 20, 1904 in the small Pennsylvania town. His father was a lawyer, and his mother a strong and intelligent housewife. His upbringing was old-fashioned and hard-working.

Burrhus was an active, out-going boy who loved the outdoors and building things, and enjoyed school.

Burrhus received his BA in English from Hamilton College in New York. However, he did not enjoy college life very much. He was an atheist in a school that required daily church attendance.

He wanted to be a writer and did try, sending off poetry and short stories. When he graduated, he built a study in his parent's attic to concentrate.

After some travelling, he decided to go back to school, this time at Harvard. He got his Master's degree in psychology (MA) in 1930 and his Doctorate (Ph. D) in 1931, and stayed there to do research until 1936.

Also in that year, he moved to Minneapolis to teach at the University of Minnesota. There he met and soon married Yvonne Blue. They had two daughters, the second of which became famous as the first infant to be raised in one of Skinner's inventions, the air

crib. Although it was nothing more than a combination of crib and playpen with glass sides and air conditioning, it looks like keeping a baby in an aquarium.

In 1945, he became the chairman of the psychology department at Indiana University. In 1948, he was invited to come to Harvard, where he stayed for the rest of his life. He was a very active man, doing research and guiding hundreds of doctoral candidates as well as writing many books. While not successful as a writer of fiction and poetry, he became one of our best psychology writers, including the book **Walden II**, which is a fictional account of a community run his behaviorist principles.

August 18, 1990, B.F. Skinner died of leukemia after becoming one of the most famous psychologists after Sigmund Freud.

1. Answer the questions:

1. What is Jean-Martin Charcot famous for? 2. Where did he study and work? 3. What is hysteria? 4. How did he treat such a disorder? 5. Why is he considered the father of modern neurology? 6. When did B.F. Skinner got his Master's degree? 7. When did B.F. Skinner become the chairman of the psychology department?

2. Translate from English into Ukrainian:

To receive a Master's degree; to open a neurological clinic; to study the new field; the neurology of motor disorders; resulting diseases and localization of brain functions; the father of modern neurology; a congenitally weak nervous system; some traumatic experience; a part of curing the problem.

3. Fill in the blanks:

conditions, distinct disease, clinical features, psychiatric, use of, neurological, post-mortem, sclerosis

The first description of multiple _____(MS) dates back to the 14th century, but it was Charcot and the _____the anatomoclinical method that made the first correlations between the _____of MS and the pathological changes noted_____. The recognition of multiple sclerosis as a

_____ was quite a feat for the time, as many diseases in the early 19th century that would now be categorized as either neurological or _____ would have been grouped into a general class of “nervous disorders,” with no separation between individual _____. Such an attempt at the classification of _____ diseases had not been undertaken prior to Charcot.

4. Translate the following sentences.

1. The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behavior. 2. Changes in behavior are the result of an individual’s response to events (stimuli) that occur in the environment. 3. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem. 4. The distinctive characteristic of operant conditioning relative to previous forms of behaviorism is that the organism can emit responses instead of only eliciting response due to an external stimulus. 5. Reinforcement is the key element in Skinner’s S-R theory. 6. A great deal of attention was given to schedules of reinforcement (e.g. interval versus ratio) and their effects on establishing and maintaining behavior. 7. One of the distinctive aspects of Skinner’s theory is that it attempted to provide behavioral explanations for a broad range of cognitive phenomena. 8. Skinner deals with the issue of free will and social control.

TOPIC 9.

HUMANISTIC APPROACH AND PSYCHOLOGY OF CARL ROGERS. Ivan

Pavlov

Active vocabulary

approach – підхід

assumption - припущення

conditions for healthy growth - умови для здорового росту

to cite - цитувати

congruence - конгруентність

to distinguish – розрізняти

empathy — співпереживання

emphasis – акцент

impartial observer - неупереджений спостерігач

incapable - нездатний

pathology – патологія

rejection of determinism - відмова від детермінізму

relative degree — відносний ступінь

to replace – замінювати

survey - опитування

ultimately - врешті –решт

uniquely - унікально

HUMANISTIC APPROACH AND PSYCHOLOGY OF CARL ROGERS

The humanistic approach was developed in America in the early 1960's. It was also called the third force in psychology since it aimed to replace the two main approaches in the field — behaviourism and psychoanalysis.

There are several factors which distinguish the humanistic approach from other approaches within psychology. They are the emphasis on subjective meaning, a rejection of determinism, and a concern for positive growth rather than pathology. Most psychologists believe that behaviour can only be understood objectively (by an impartial observer), but the humanists argue that this results in concluding that an individual is incapable of understanding their own behaviour. Instead, humanists like Rogers argue that the meaning of behaviour is personal and subjective; they further argue that accepting this idea is not unscientific, because ultimately all individuals are subjective: what makes science re-liable is not that scientists are purely objective, but that the nature of observed events can be agreed upon by different observers. The humanistic approach aimed to

investigate all the uniquely human aspects of existence such as love, hope, creativity and emphasized the importance of the individual's interaction with the environment.

Bugental, the first president of the American Association for Humanistic Psychology described some of its fundamental assumptions. «First of all, a proper understanding of the human nature can be gained from studying humans, not animals. Second, psychology should study an individual case rather than the average group performance. Third, psychology should study internal as well as external behaviour and consider that individuals can show some degree of free will.

Carl Rogers was not the only one of the founders of the humanistic approach, but also the most influential therapist in the 20th century: a number of surveys, including several done after his death, found that more therapists cited Rogers as a major influence on their thinking and clinical practice than any other person in psychology (including Freud).

There are two fundamental ideas in the work of Rogers which are particularly important. First, Rogers talked about healthy development in terms of how the individual perceived their own being. A healthy individual will tend to see congruence between one's sense of who he or she is (self) and who the person feels he or she should be (ideal self). While no one tends to experience perfect congruence at all times, the relative degree of congruence is an indicator of health.

The second fundamental idea in the work of Rogers is his concept of the conditions for healthy growth, and the role of a therapist in fostering healthy growth. Through a process of what Rogers called a person-centered therapy, the therapist seeks to provide empathy, openness, and unconditional positive regard.

Ivan Pavlov

Ivan Pavlov's successful discovery of the classical conditioning laws provided positive inspiration for J. Watson's Behaviorist manifesto. Pavlov's stimulus-response model of explanation is also paradigmatic to much later behaviorist thought. In his famous experiments Pavlov paired presentations to dogs of an unconditioned stimulus (food) with an initially neutral stimulus (a ringing bell). After a number of such joint presentations, the unconditional response to food (salivation) becomes conditioned to the bell: salivation

occurs upon the ringing of the bell alone, in the absence of food. In accord with Pavlovian theory, then, behavioral responses (salivation) can be predicted to occur or not, and be controlled (made to occur or not), on the basis of laws of conditioning, answering to the stimulus-response pattern.

Everything was publicly observable, even measurable, enabling Pavlov to investigate experimentally and formulate laws concerning temporal sequencing and delay effects, stimulus intensity effects, and stimulus generalization, which opened doors to experimental investigation of animal perception and discrimination

1. Answer the questions

1. Why did the humanistic approach start to develop?
2. When and where did the humanistic approach develop?
3. Why was it called "the third force in psychology"?
4. What are the factors that distinguish the humanistic approach from other approaches within psychology?
5. What do humanists think about objective understanding of psychological behaviour?
6. Where is the meaning of behaviour from the humanistic point of view?
7. What makes psychological science reliable?
8. What aspects of existence does the humanistic approach aim to investigate?
9. Why can Carl Rogers be named the most influential therapist in the 20th century?
10. Who is a healthy individual according to the Rogers's concept of healthy development?
11. What is an indicator of health according to Rogers?
12. According to Rogers, what should a therapist do during a therapy?

2. Fill in the gaps

unconditioned stimulus, predicted, stimulus-response, conditioned, pattern, classical conditioning laws, a ringing bell, behaviorist

Ivan Pavlov's successful discovery of the _____ provided positive inspiration for J. Watson's Behaviorist manifesto. Pavlov's _____ model of explanation is also

paradigmatic to much later _____ thought. In his famous experiments Pavlov paired presentations to dogs of an _____ (food) with an initially neutral stimulus (_____). After a number of such joint presentations, the unconditional response to food (salivation) becomes _____ to the bell: salivation occurs upon the ringing of the bell alone, in the absence of food. In accord with Pavlov's theory, then, behavioral responses (salivation) can be _____ to occur or not, and be controlled (made to occur or not), on the basis of laws of conditioning, answering to the stimulus-response_____.

3. Which of the following sentences are true or false.

- 1) Pavlov's name was Igor.
- 2) Pavlov's experiments inspired J. Watson to write and publish Cognitive Manifesto.
- 3) Stimulus-response model became basic to later behavioral experiments.
- 4) I. Pavlov experimented with the connection of an unconditioned stimulus (a ringing bell) and neutral stimulus (food).
- 5) I. Pavlov proved that unconditional response to food can be conditioned.
- 6) According to I. Pavlov behavioral responses can be predicted and controlled on the basis of unconditioned laws.
- 7) I. Pavlov worked with rats.
- 8) I. Pavlov could not formulate the laws of temporal sequencing and delay effects.

4. Insert the missing words:

1. There are several factors which distinguish the from other approaches within psychology. 2. Humanists like Rogers argue that the meaning ofis personal and subjective. 3. The humanistic approach aimed to investigate all the uniquely human aspects of existence such as 4. Psychology should study an individual case rather than the performance. 5. There are two fundamental ideas in the work of which are particularly important. 6. Through a process of what Rogers called a, the therapist seeks to provide empathy, openness, and unconditional positive regard.

TEXTS FOR ADDITIONAL READING

Text 1. CONSCIOUSNESS

Consciousness is what separates humans from animals. Consciousness refers to our awareness of our own mental processes, such as our thoughts, feelings, and sensations. It is possible that we are the only beings on this planet that have this type of self-awareness and the ability to look inward and examine these processes. For example, if you are angry, you can try to understand your anger, why you are angry, what that anger feels like. But can a cat?

Consciousness is the state or quality of awareness, of an external object or something within oneself. If you can describe something you are experiencing in words, then it is part of your consciousness. Consciousness is subjective, it is a private world. It is a separate, discrete function of the brain. It is different from memory and from motor control.

Some philosophers and religious practices argue that the mind (or soul) and the body are separate entities. They believe that the mind is separate from (although connected to) the physical body. In contrast to the dualists, psychologists believe that consciousness (and thus the mind) exists in the brain, not separate from it. In fact, psychologists believe that consciousness is the result of the activity of the many neural connections in the brain, and that we experience different states of consciousness depending on what our brain is currently doing.

Our experience of consciousness is functional because we use it to guide and control our behavior, and to think logically about problems. Consciousness allows us to plan activities and to monitor our progress toward the goals we set for ourselves. And consciousness is fundamental to our sense of morality – we believe that we have the free will to perform moral actions while avoiding immoral behaviors.

Because the brain varies in its current level and type of activity, consciousness is transitory. If we drink too much coffee or beer, the caffeine or alcohol influences the activity in our brain, and our consciousness may change. When we are anesthetized before an operation or experience a concussion after a knock on the head, we may lose consciousness entirely as a result of changes in brain activity. We also lose consciousness when we sleep. Our conscious experiences are constantly shifting and changing. For example, in one moment we may be focused on reading this article. Our consciousness

may then shift to the memory of a conversation we had earlier with a co-worker. Next, we might notice how uncomfortable your chair is, or maybe we are mentally planning dinner. This ever-shifting stream of thoughts can change dramatically from one moment to the next, but our experience of it seems smooth and effortless.

In psychology, consciousness is occasionally confused with the conscience. It is important to note that while consciousness involves awareness of yourself and the world, your conscience is related to your morality and sense of right or wrong. What aspects of consciousness do researchers study? Topics such as sleep, dreams, hypnosis, hallucinations, meditation and the effects of psychoactive drugs are just a few of the major topics related to consciousness that psychologists study. An individual may experience many types of consciousness: ideas, thoughts, feelings, sensations and perceptions and dreams. Consciousness is a function of brain activity and each individual may have several consciousnesses.

Text 2. HYPNOSIS

Hypnosis comes from the Greek word Hypnos, the Greek god of sleep. Hypnosis is a state of consciousness characterized by increased suggestibility and associated with changes in thinking, perception and behaviour. There are no physiological changes: breathing, pulse, reflexes remain the same. 26 Approximately 10% of people have very high hypnotic capacity. Children are good hypnotic subjects while older adults (60+) are poor subjects.

There are 4 steps used in hypnosis:

1. The hypnotist makes the subject feel comfortable.
2. The hypnotist tells the subject to concentrate on one specific thing.
3. The hypnotist gives the subject suggestions about what to expect.
4. The hypnotist suggests events that will happen.

Stage hypnosis is performed in entertainment places. It is conducted by non-professionals. Hypnotic behaviours in this context are exaggerated.

Clinical hypnosis is used by many clinical psychologists and psychiatrists in treating anxiety, phobias, depression. It is usually combined with other treatment. Hypnosis may help smokers to quit and insomniacs to sleep. Some doctors use hypnosis to reduce the pain of medical procedures.

Experimental hypnosis is used by researchers to have a better understanding of perception, memory and learning.

Text 3. SLEEP AND DREAMS

On the average sleep takes one-third of our lives. When you first fall asleep, you enter the phase of quiet sleep. The brain is inactive. This is the deepest sleep of the night. Then comes delta sleep, during which you switch from deep to light sleep. During this phase muscles get more blood and the body repairs any damage that is done during the day. The body fights infections, improves the immune system. REM (rapid eye-movement) is the period when you dream most vividly. The periods of REM last 30 minutes. REM is the brain sleep. At this stage your mind sorts what you learnt during the day and imprints it in your memory.

Two theories exist why we sleep. The first one is the repair theory: sleep repairs our brains and bodies. The second, ecological theory, says that sleep keeps us from wasting energy in the situation when we are not adapted.

Sleep is very important. How you feel and behave tomorrow depends on how you sleep tonight. But there are some sleep disorders: insomnia, sleepwalking, sleep talking, nightmares, narcolepsy. Insomnia is a common sleep disorder when a person cannot sleep. A sleep disorder when individuals walk in their sleep is called sleepwalking. A nightmare is a frightening dream that wakes up a sleeper from REM sleep. Narcolepsy is sudden and very strong desire to sleep. When we sleep we have dreams. Dreaming is a mental experience that occurs during sleep and consists of vivid images. Historically, dreams had historical, personal, and religious importance. According to psychoanalysts, the sexual and aggressive dreams represent wish fulfillment. Freud said that we hide our wish fulfillment using symbols. The second opinion is that dreams represent thinking activities and attempts to solve problems. Although some people say that they dream only in black and white, everyone's dreams have colour.

Text 4. DRUGS

Every human society knows some drugs that change people's state of consciousness. Drugs can be everything from cigarettes and alcohol to heroin, opium, LSD and

amphetamines. Drugs which can influence our state of consciousness are psychoactive drugs. All those drugs influence the nervous system and modify perception. Users of drugs may develop tolerance, psychological dependence, addiction. We say that a user developed tolerance when he needs more and more drug to produce effect. When users stop using a drug they feel great pain. When the body becomes physically dependent on a drug, this condition is called addiction. The psychological need to take a drug is called psychological dependence. Some signs show that a person is taking drugs, for example, sudden changes of mood, aggression, loss of interest in hobbies or friends, loss of appetite, insomnia. The most widely used drug in our society is alcohol. Alcohol is the substance most abused by adolescents and college students. Both genetic (heredity) and environmental factors can influence alcoholism. What pushes people to take drugs? There are many reasons. Some people hope that they help relax and cope with the stress and problems. Some people have pressures at school, work, they feel frightened or frustrated. Others take drugs out of curiosity but often become addicted. Many people think that drugs are the way-out. However they don't realize how dangerous they are. They destroy personality, lead to serious diseases, psychological disorders and death. Many drug addicts become criminals.

Text 5. Social psychology

Social psychology is that branch of psychology most closely associated with the social sciences, especially sociology. Within the discipline of psychology, social psychology is defined as being concerned with how psychological processes within the individual (e.g., cognition, personality, motivation, development, etc.) are affected by exposure to social stimuli (i.e., events, information, or objects representing one or more people). The most distinctive feature of social psychology in North America for the past 30 years has been its emphasis on the individual's cognitive processes - mental functioning such as attention, perception, memory, thought, and decision making. For that reason, of all the disciplines within psychology, social psychology is perhaps most closely linked to cognitive psychology, the study of mental functioning (memory, thought and language are core topics within the general area of cognitive psychology). Beyond that, social psychology also has ties to the areas of personality, abnormal behavior,

development, and motivation. Social psychology is characterized by its interest in a diverse array of questions and topics. For example, in trying to understand different types of social behavior - such as helping another person in need or conforming to another's wishes or opinions - is the nature of the situation of greater importance than the individual's personality characteristics? How do we come to «know» ourselves and others? What is a good way to change someone's opinion on a given subject? When does our sense of justice lead us to respond unfairly to someone else? What role do cognitive (i.e., mental) processes play in social behavior? Contemporary social psychology provides answers to these and other questions.

Text 6. Attribution Theory in Social Psychology

Everybody has heard of peer pressure, but most people argue that they are not affected by it, or at least not affected as 'most people.' The truth is, we are all affected by the people we interact with, many of whom we don't even know personally. Our social environments play a significant role in how we view ourselves, and conversely, how we see ourselves impacts our view of the world. According to the Attribution Theory, we tend to explain our own behavior and the behavior of others by assigning attributes to these behaviors. An attribute is an inference about the cause of a behavior. There are basically two sources for our behavior; those influenced by Situational (external) factors and those influenced by Dispositional (internal) factors. Imagine walking into your boss's office and he immediately tells you, in an angry tone, not to bother him. An external explanation of this behavior might be, "He's really a nice guy but the stress is overwhelming. He needs a vacation." On the other hand, you might see the same behavior and say, "What a jerk, I don't know why he is so angry all the time." The same behavior is given two very opposite explanations. Many factors play a role in how we assign attributes to behaviors. Obviously our view of the world, our previous experience with a particular person or situation, and our knowledge of the behavior play an important role. Other factors can influence our interpretation as well.

Text 7. Attraction

Why are we attracted to certain people and not others? Why do our friends tend to be very similar to each other? And what causes us to decide on a mate? Many of these questions relate to social psychology in that society's influence and our own beliefs and traits play an important role. Research has found five reasons why we choose our friends.

1. Proximity - The vast majority of our friends live close to where we live, or at least where we lived during the time period the friendship developed (Nahemow & Lawton, 1975). Obviously friendships develop after getting to know someone, and this closeness provides the easiest way to accomplish this goal. Having assigned seats in a class or group setting would result in more friends whose last name started with the same letter as yours (Segal, 1974).
2. Association - We tend to associate our opinions about other people with our current state. In other words, if you meet someone during a class you really enjoy, they may get more 'likeability points' than if you meet them during that class you can't stand.
3. Similarity - On the other hand, imagine that person above agrees with you this particular class is the worse they have taken. The agreement or similarity between the two of you would likely result in more attractiveness (Neimeyer & Mitchell, 1988)
4. Reciprocal Liking - Simply put, we tend to like those better who also like us back. This may be a result of the feeling we get about ourselves knowing that we are likable. When we feel good when we are around somebody, we tend to report a higher level of attraction toward that person (Forgas, 1992; Zajonc & McIntosh, 1992)
5. Physical Attractiveness - Physical attraction plays a role in which we choose as friends, although not as much so as in whom we choose as a mate. Nonetheless, we tend to choose people who we believe to be attractive and who are close to how we see our own physical attractiveness.

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