



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ
КВАЛИФИКАЦИИ

Кафедра «Мировые языки и культуры»

Практикум по дисциплине

«Языковая коммуникация в профессиональной сфере на иностранном языке

Авторы
Морозова Я. С.

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Аннотация

Данные методические указания предназначены для магистрантов первого года очной, очно-заочной, заочной форм обучения по направлению 37.04.01 Психология. Методические указания определяют основные направления самостоятельной работы магистрантов. Контрольные задания позволяют продемонстрировать у магистрантов способность к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности.

Методические указания содержат требования к зачёту, рекомендации по выбору варианта и оформлению контрольной работы.

Авторы

к.п.н., доцент кафедры «Мировые языки и культуры» Морозова Я.С.





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МЕТОДИЧЕСКИЕ УКАЗАНИЯ МАГИСТРАМ

Порядок выполнения контрольных заданий

1. Все контрольные задания, предусмотренные планом, следует выполнять в отдельной тетради. На титульном листе укажите факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и варианта. Обязательно на левой стороне тетради переписывается или перепечатывается оригинальный вариант с заданиями. Выполняются задания на правой стороне тетради.

2. Контрольные задания следует выполнять четким почерком с соблюдением полей, оставленных для замечаний, комментария и методических указаний преподавателя.

3. Строго соблюдайте последовательность выполнения заданий.

4. В конце работы поставьте свою личную подпись.

5. Все контрольные работы регистрируются в деканате, а затем сдаются преподавателю кафедры во время проведения консультаций или лаборанту лично в руки.

5. Контрольная работа, выполненная не полностью или не отвечающая предъявляемым к ней вышеперечисленным требованиям, возвращается без проверки и не засчитывается.

6. Полученная от преподавателя проверенная контрольная работа с замечаниями и методическими указаниями должна быть переработана для получения допуска к промежуточной аттестации.

7. Контрольные работы сдаются за две недели до промежуточной аттестации. Контрольные работы, принесенные непосредственно на промежуточную аттестацию, не проверяются преподавателем во время зачета или экзамена.

8. Выполненная правильно контрольная работа является допуском к промежуточной аттестации, сохраняется преподавателем до конца сессии и сдается в архив.

Выбор варианта контрольной работы

Для того чтобы определить свой вариант, Вам необходимо обратить внимание на последнюю цифру Вашей зачетной книжки:

цифры **0-1-2** соответствуют варианту **№1**,

цифры **3-4-5-6 и далее** соответствуют варианту **№2**,

Требования к зачету

1. Правильно выполненная контрольная работа, проверенная преподавателем.

2. Составленный глоссарий терминов (не менее 30 терминов), отобранных магистрантом в ходе работы с аутентичными профессиональными текстами (статьи, монографии, учебные материалы) по теме научно-исследовательской работы. Литература для работы с терминами может быть предложена научным руководителем или выбрана самостоятельно по согласованию с преподавателем иностранного языка.

Содержание зачёта

В зависимости от уровня владения иностранным языком по согласованию с преподавателем иностранного языка магистрант может выбрать:

1 способ (базовый):

1. Реферирование и письменное аннотирование профессионального текста (объем 1500 печатных знаков).

2. Беседа по научно-исследовательской работе магистранта

2 способ:

1. Написание макета статьи на иностранном языке согласно требованиям международных изданий с последующей возможностью апробации на весенней международной студенческой научно-практической конференции «Инновационное развитие и развитие инноваций» и устное представление презентации результатов работы.

ЦЕЛИ И ЗАДАЧИ

Основной целью изучения иностранного языка магистрантами является совершенствование иноязычной коммуникативной компетенции в устной и письменной формах для решения задач профессиональной деятельности, достижение уровня практического владения языком, позволяющего использовать его в научной работе и вести профессиональную деятельность в иноязычной среде.

Задачи:

- совершенствование и дальнейшее развитие коммуникативных навыков и умений во всех видах речевой деятельности (чтение, говорение, аудирование, письмо), в том числе в профес-

сиональной области на английском языке;

- способностью обобщать и критически оценивать результаты, полученные отечественными и зарубежными исследователями, делать реферативный обзор на иностранном языке зарубежных источников, представлять результаты исследования в виде докладов (научных статей) и оформлять аннотацию к своей научно-исследовательской работе;

- развитие у магистрантов умений и навыков самостоятельной работы по повышению уровня владения английским языком с целью его использования для осуществления научной деятельности для последующего обучения в аспирантуре.

ОСНОВНОЕ СОДЕРЖАНИЕ ПРОГРАММЫ

Концептуально-понятийное содержание языковой коммуникации, в том числе в профессиональной сфере. Основные виды коммуникации. Особенности вербальной и невербальной коммуникации. Основные характеристики профессионального текста. Научный стиль речи. Основы реферирования и аннотирования текста. Языковая реализация специфических черт научного стиля в профессиональной речи.

ОСНОВНЫЕ ТРЕБОВАНИЯ К РЕФЕРИРОВАНИЮ ТЕКСТОВ

Одной из базовых профессиональных компетенций магистрантов является компетенция в научной речи: готовность формировать презентации, оформлять результаты исследования в виде статей и докладов на научно-технических конференциях, представлять материалы в виде научных публикаций, рефератов. В лингвистике принято деление текстов на первичные (оригинальные) и вторичные. К первичным текстам относятся художественные произведения, научные исследования (монографии), учебники, учебные пособия, труды вузов и научно-исследовательских учреждений, отдельные публикации, журналы и журнальные статьи, газетные статьи, выступления и материалы научных конференций и др.

Избранная из первичного текста информация воссоздается в виде нового текста. Такие тексты (документы) именуются вторичными или производными. Вторичными документами являются реферат, аннотация, краткое изложение, конспект, пересказ содержания (устного выступления и публикации), аннотационный

перевод, консультативный перевод, критическая статья, комментарий и др.

Вторичные документы представляют собой смысловую переработку содержания первичного текста и имеют своей целью не только передать то, что изложено в первоисточнике, но и дать ответ на главный вопрос: в чем состоит основная идея и новизна материала, изложенного в данном первичном документе. Вторичные тексты служат для хранения, накопления, переработки и совершенствования первичной информации. Нахождение и передача именно этой информации определяет ценность вторичного документа.

Реферирование статьи (от лат. *refero* – сообщаю, докладываю) – это краткое изложение содержания отдельного документа, его части или совокупности документов, включающее основные сведения и выводы, а также количественные и качественные данные об объектах описания. В высшем учебном заведении реферирование – это индивидуальная научно-исследовательская работа студента, раскрывающая суть исследуемой проблемы с различных позиций и точек зрения, с формированием самостоятельных выводов.

Основной чертой языка реферата является информативность, которую можно рассматривать как на уровне лексическом, так и синтаксическом.

На лексическом уровне отличительной чертой языка реферата является наличие в нем так называемых емких слов, т. е. слов с наибольшей семантической нагрузкой. Емкие слова имеют способность обобщать содержание текста оригинала. К ним относятся чаще всего термины и терминологические устойчивые сочетания, многие абстрактные существительные. В языке реферата максимально выражена тенденция к субстантивизации. Здесь преобладают существительные над другими частями речи и ослаблена роль глаголов, употребляются, как правило, глаголы с общим значением типа «считать, рассматривать, описывать, изображать» и т. д.

Синтаксис реферата характеризуется однообразием. Материал подается не в развитии, а в статике. Поэтому в тексте преобладают констатирующие перечисления и сообщения, оформленные в простые распространенные предложения. Назначение реферирования как вида учебной деятельности оправдывается тем, что здесь формируются навыки трансформирования различных языковых средств, а также перефразировки и обобщения.

Текст реферата должен составлять ориентировочно 5%

объема статьи. Для текстов до 500 слов следует определять объем реферата сокращением оригинала в 3-4 раза.

Методика работы со специальным текстом состоит в последовательном выполнении шагов, помогающих в рамках практического модуля «Работа с научным текстом» подготовиться от понимания и интерпретации чужого научного текста к созданию собственного проекта, реферата с соблюдением культуры устной и письменной речи на английском языке.

ОСНОВНОЕ СОДЕРЖАНИЕ

План реферативного изложения:

- 1) Библиографические сведения.
 - The headline of the article (text).
 - The author of the article
 - The article is taken from the newspaper (book).
 - The central idea of the article
- 2) Сжатое освещение главной проблемы, являющейся предметом данной статьи, работы или нескольких статей, подлежащих реферированию.
 - Give a summary of the article (not more than 10-20 sentences).
 - Find the answers to the major questions:
 - What? Where? When? Why? and How?
- 3) Передача в обобщенном виде основных положений, выдвигаемых автором, (несколькими авторами): фактический материал, способы доказательства, обоснования и т. п.
 - State the main problem discussed in the article and mark off the passages of the article that seem important to you.
 - Look for minor peculiarities of the article.
 - Point out the facts that turned out to be new for you.
 - Look through the text for figures, which are important for general understanding.
- 4) Дается общая оценка, включающая как выводы и суждения автора, так и референта.
 - State what places of the article contradict your former views.
 - State the questions, which remained unanswered in the article and if it is possible add your tail to them.
 - Speak on the conclusion the author comes to.
 - Express your own point of view on the problem discussed.

Алгоритм реферирования

- 1) Беглый просмотр текста и ознакомление с его общим смыслом.
- 2) Более внимательное чтение текста, определение значения незнакомых слов по контексту или словарю.
- 3) Смысловой анализ текста, выделение ключевых фрагментов и распределение материала статьи на 3 группы по степени важности.
- 4) Ключевые фрагменты. Наиболее важные сообщения, требующие полного и точного отражения в реферате.
- 5) Второстепенная информация, передаваемая в сокращенном виде.
- 6) Малозначимая информация, которую можно опустить.
- 7) Организация отобранного материала (логический план), языковая обработка и изложение.

ТРЕБОВАНИЯ К АННОТАЦИИ (ABSTRACT)

Аннотация по своей сути является очень кратким изложением общих характеристик того или иного издания. Аннотация (авторское резюме) в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация к статье должна быть:

- информативной (не содержать общих слов);
- оригинальной (не быть калькой русскоязычной аннотации с дословным переводом);
- содержательной (отражать основное содержание статьи и результаты исследований);
- структурированной (следовать логике описания результатов в статье);
- компактной (укладываться в объем от 100 до 250 слов), по ГОСТУ – 850 знаков, не менее 10 строк.

Основные цели и задачи аннотации

Аннотация является кратким резюме большей по объему работы, имеющей научный характер. По аннотации к статье читателю должна быть понятна суть исследования.

По аннотации читатель должен определить, стоит ли обращаться к полному тексту статьи для получения более подробной,

интересующей его информации.

Аннотация к статье является основным источником информации в отечественных и зарубежных информационных системах и базах данных, индексирующих журнал.

Аннотация на английском языке включается в англоязычный блок информации о статье, который загружается на англоязычный вариант сайта журнала и подготавливается для зарубежных реферативных баз данных и аналитических систем (индексов цитирования). При переводе аннотаций должна использоваться англоязычная специальная терминология.

Структура, содержание и объем

Аннотация должна излагать существенные факты работы, и не должна преувеличивать или содержать материал, который отсутствует в основной части публикации.

Следует вкратце описать основную тему исследования, объект и предмет работы, а также те задачи, которые выполнил в исследовании автор. Можно сказать об актуальности подобной работы для практического применения в социальном, экономическом или культурном аспекте, а также в углублении теоретического научного знания. По желанию автора, аннотация может содержать также сделанные в процессе подведения результатов работы выводы. Приветствуется структура аннотации, повторяющая структуру статьи и включающая введение, цели и задачи, методы, результаты, заключение (выводы).

Результаты работы описывают предельно точно и информативно.

Сведения, содержащиеся в заглавии статьи, не должны повторяться в тексте аннотации.

Список литературы и источников

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2	Восковская А.С.	Английский язык для вузов : учеб. пособие / А. С. Восковская, Т. А. Карпова. - 4-е изд., доп. и перераб. - Ростов н/Д : Феникс	Феникс	Доп. МО РФ	2010.
3	Гончарова Ю.Л.	Чтение, аннотирование и реферирование текстов на английском языке : учеб.-метод. пособие / Ю. Л. Гончарова ; ДГТУ.	Ростов н/Д :ИЦ ДГТУ		2013
4	Н. И. Веренич	Английский язык : учеб. пособие для вузов	Мн. : ТетраСистемс	Доп. МО РБ	2012
5	Кузьменкова Ю.Б.	Презентация научных проектов на английском языке: Учебное пособие для студентов старших курсов и аспирантов. – 3-е издание. – М.:	Изд-во МГУ		2011

ВАРИАНТ 1

I. Before reading the text practice the following proper names for pronunciation.

Socrates ['sɒkrətiːz]
Plato ['pleɪtəʊ]
Aristotle ['ærɪstɒtl]
Wilhelm Wundt ['wɪlhɛlm 'wʊntɪt]
William James ['wɪljəm 'dʒeɪmz]
Max Wertheimer ['mæks wə 'ðəɪmə(r)]
Kurt Koffka ['kə:t 'kɒfkə]
Wolfgang Kohler ['wɒlfɡæŋ 'kɒlə(r)]
John B. Watson ['dʒɒn 'wɒtsən]
Sigmund Freud ['sɪgmʊnt 'frɔɪd]
Josef Breuer ['dʒɔzef 'brɔɪə(r)]

While-reading tasks

II. Read and translate the text and answer the questions below.

Looking at the Word Psychology: From Ancient to Modern Meanings

The word psychology has had several different meanings from ancient to modern times. Here is its present definition: Psychology is the science that studies the behavior of organisms. Three words in the definition merit special attention: (1) science, (2) behavior, and (3) organisms. Modern psychology is considered a science because it bases its conclusions on data, information obtained by systematic observations. Behavior has three aspects: (1) cognitive processes, (2) emotional states, and (3) actions. Cognitive processes refer to what an individual thinks. Emotional states refer to what an individual feels. Actions refer to what an individual does. An organism is any living creature. Consequently, the behavior of dogs, rats, pigeons, and monkeys can be legitimately included in the study of psychology. Such organisms have indeed been subjects in psychology experiments.

However, traditionally the principal focus of psychology has been humans. When animals are used in experiments, the implicit goal is often to explore how such basic processes as learning and motivation, as studied in animals, can cast a light on our understanding of human behavior. Although you now know the modern definition of psychology, it is important to realize that the word psychology has its roots in ancient meanings associated with philosophy. The Greek word psyche means soul. Consequently, to philosophers living 400 to 300 B.C., psychology was the study of the soul. This was the meaning giv-

en by Socrates, Plato, and Aristotle. In view of the fact that these thinkers, particularly Socrates and Plato, did not believe that animals have souls, it becomes evident why for many centuries psychology's main attention has been given to human beings. The ancient philosophers asserted that the soul is the seat of consciousness. It is consciousness that makes mental life possible. This is why psychology is often thought of as the science of the mind. Indeed, this meaning is the one given to it by William James, the dean of American psychologists. Working at Harvard a little more than one hundred years ago, James defined psychology as —the science of mental life. He believed that the purpose of psychology should be to investigate such mental processes as thinking, memory, and perception.

Although psychology no longer is thought of as the study of the soul, this original meaning colors our present-day approach, with its emphasis on human behavior and the importance of cognition. Contemporary scientific psychology has four explicit goals: describe, explain, predict, and control behavior.

(adopted from www.rawanonline.com/Psychology-A-Self-Teaching-Guide-English).

1. What is the subject of psychology?
2. Why is psychology considered a science?
3. What is the immediate goal of psychology?
4. What is the etymology of the word psychology?
5. How did the ancient philosophers treat psychology?
6. What is the contemporary approach to psychology?

III. You are going to read the text about classical schools of psychology. Five paragraphs have been removed from the text. Choose from the paragraphs

A-F the one which fits each gap (1-5). There is one extra paragraph which you don't need to use.

The Classical Schools of Psychology: Five Great Thinkers and Their Ideas

It has been said that psychology has a long past and a short history. This statement should be taken to mean that although psychology has its roots in philosophy, as a scientific discipline psychology is only a little over 120 years old. As noted earlier, the roots of psychology can be easily traced back about 2,400 years to ancient Greek philosophers. However, the beginning of scientific psychology is

usually associated with the date 1879, the year that a German scientist named Wilhelm Wundt founded the first psychological laboratory at the University of Leipzig in Germany. Modern psychology arose in the context of what are known as schools of psychology.

From a historical perspective, the first school of psychology to be established was structuralism. Its founding personality was Wilhelm Wundt (1832–1920). He became interested in studying not so much the physiology of the sense organs such as the eyes and ears, but in how simple sensations associated with the sense organs combined to form what we call human consciousness.

1. _____

First, there is hue, or color. Second, there is brightness. Third, there is saturation. This refers to the —richness|| or —fullness|| of a color. No matter what visual stimulus Wundt's subjects looked at, there were no other kinds of sensations experienced than the three identified above. Consequently, Wundt concluded that all visual experiences are structured out of these same three types of elemental experiences. Similar statements can be made about the other senses such as hearing, taste, and touch. According to Wundt, the primary purpose of psychology is to study the structure of consciousness. By the structure of consciousness, Wundt meant the relationship of a group of sensations, a relationship that produces the complex experiences we think of as our conscious mental life. This approach to psychology has been called mental chemistry. William James (1842–1910), teaching at Harvard in the 1870s, was following Wundt's research with interest. James had an interest not only in psychology, but also in physiology and eventually in philosophy. James founded a psychological laboratory at Harvard; he also authored *The Principles of Psychology*, the first psychology textbook published in the United States. The book was published in 1890, and this can also be taken as the date when the school of psychology known as functionalism was born. The principal personality associated with it is James, and he is said to be the dean of American psychologists.

2. _____

The German psychologist Max Wertheimer (1880–1943), like James, was also dissatisfied with Wundt's structuralism. Wertheimer believed that Wundt's emphasis on the importance of simple sensations as the building blocks of perceptions was misguided. The general pattern that induces a complex perception is described with the



German word Gestalt. Gestalt is usually translated as a pattern, a configuration, or an organized whole. In 1910 Wertheimer published an article setting forth the basic assumptions of Gestalt psychology, and this is usually taken to be the starting date of the school. The article reported a series of experiments using two of his friends, Kurt Koffka and Wolfgang Kohler, as subjects. These two men went on to also become well-known Gestalt psychologists.

3. _____

Returning to the United States, behaviorism is a fourth classical school of psychology. Its founding personality is John B. Watson (1878–1958). A wave of enthusiasm for Watson's ideas swept him to the presidency of the American Psychological Association (APA) in 1915, and this can be taken as the starting date for behaviorism. Doing research first at the University of Chicago and then at Johns Hopkins University, Watson came to the conclusion that psychology was placing too much emphasis on consciousness. In fact, he asserted that psychology is not a mental science at all. The mind is a mushy, difficult-to-define concept. It can't be studied by science because it can't be observed. Only you can know what's going on in your mind. If I say I'm studying your mind, according to Watson, it's only guesswork.

4. _____

In order to identify a fifth classical school of psychology, it is necessary to return to the European continent, specifically to Austria; the school is psychoanalysis. The father of psychoanalysis is Sigmund Freud (1856–1939). Freud was a medical doctor with a specialty in neurology. His findings and conclusions are based primarily on his work with patients. Freud's original work was done with a colleague named Josef Breuer (1842–1925). Breuer and Freud collaborated on the book *Studies on Hysteria*. Published in 1895, it is the first book written on psychoanalysis. This can also be taken to be the starting date for the school. After the publication of this first book, Freud went on alone without Breuer; it was a number of years before he worked again with colleagues. In order to explain chronic emotional suffering, Freud asserted that human beings have an unconscious mental life. This is the principal assumption of psychoanalysis. No other assumption or assertion that it makes is nearly as important. The unconscious

mental level is created by a defense mechanism called repression.

5. _____

Psychoanalysis is not only a school of psychology, but also a method of therapy. Freud believed that by helping a patient explore the contents of the unconscious mental level, he or she could obtain a measure of freedom from emotional suffering. It is important to note that of the five classical schools of psychology, psychoanalysis is the only one that made it an aim to improve the individual's mental health.

(adopted from "Psychology: A Self-Teaching Guide" by Frank J. Bruno).

A

According to James, psychology should be more interested in how the mind functions, or works, than how it is structured. Consequently, James stressed the importance of studying such processes as thinking, memory, and attention. You will recall that James defined psychology as the science of mental life. In brief, functionalism as a school of psychology asserts that the primary purpose of psychology should be to study the functions of human consciousness, not its structures.

B

The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is the human use of human beings.

C

Wundt trained assistants in the art of introspection, a skill characterized by paying attention not to the whole pattern of a stimulus, but to an elemental part of a stimulus. Wundt's studies of vision suggested that there are only three basic kinds of visual sensations.

D

Consequently, Watson asserted that the purpose of psychology should be to study behavior itself, not the mind or consciousness. Some critics of Watson say that he denied the very existence of consciousness. Others assert Watson was primarily saying that references to the consciousness, or mental life, of a subject don't provide solid explanations of behavior. In either event, Watson's view is today thought to be somewhat extreme and is referred to as radical behav-

iorism, a psychology that doesn't employ consciousness as an important concept.

E

Its aim is to protect the ego against psychological threats, information that will disturb its integrity. The kind of mental information repressed tends to fall into three primary categories: (1) painful childhood memories, (2) forbidden sexual wishes, and (3) forbidden aggressive wishes.

F

In the experiments, Wertheimer demonstrated that the perception of motion can take place if stationary stimuli are presented as a series of events separated by an optimal interval of time. This sounds complicated.

IV. Read the full text again and answer the following questions. Then using your answers, give your summary of the text.

1. What was the subject of Wundt's primary interest?
2. What is introspection?
3. What is the visual experience composed of?
4. What is the primary goal of psychology according to Wundt?
5. What approach can be called mental chemistry?
6. What is functionalism?
7. What studies was Wertheimer involved in?
8. How did the behaviorism appear?
9. Why did Watson refuse to consider psychology as mental science?
10. What are general beliefs of behaviorism?
11. How did the work on psychoanalysis start?
12. What are the fundamental assertions of Freud's studies?
13. What is repression? What does it serve for?
14. Why does psychoanalysis stand apart from the other four classical schools of psychology?

V. Read the article and write down the review using the patterns below:

- 1) The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)
- 2) The author of the article is...

- 3) The article is taken from the newspaper...
- 4) The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)
- 5). Speak on the conclusion the author comes to.
- 6). Express your own point of view on the problem discussed.

Fields of Psychology: Of Laboratories and Clinics

Psychology as a profession expresses itself in different fields, or domains of interest. There are a number of fields of psychology, such as clinical, experimental, counseling, developmental, physiological, human factors, and industrial.

Clinical psychology is the field associated with psychotherapy and psychological testing. A clinic is a place where sick people go for help; consequently, clinical psychologists try to help persons with both well-defined mental disorders and serious personal problems. The word psychotherapy, in terms of its roots, means a healing of the self. In practice, a clinical psychologist who employs psychotherapy attempts to work with a troubled person by using various methods and techniques that are designed to help the individual improve his or her mental health. This is done without drugs. An informal description of psychotherapy refers to it as the talking cure.

A clinical psychologist should not be confused with a psychiatrist. A fully qualified clinical psychologist has earned a Ph.D. degree (doctor of philosophy with a specialization in psychology). Psychiatry is a medical specialty that gives its attention to mental disorders. A fully qualified psychiatrist has earned an M.D. degree (doctor of medicine). Although psychiatrists can and do practice psychotherapy, they can also prescribe drugs. Clinical psychologists, not being medical doctors, do not prescribe drugs. Clinical psychology is the largest single field of psychology. About 40 percent of psychologists are clinical psychologists.

Experimental psychology is the field associated with research. Experimental psychologists investigate basic behavioral processes such as learning, motivation, perception, memory, and thinking. Subjects may be either animals or human beings. Ivan Pavlov's experiments on conditioned reflexes, associated with the learning process, used dogs as subjects.

The great majority of experimental psychologists are found at the nation's universities. Their duties combine research and teaching.

In order to obtain a permanent position and achieve academic promotion, it is necessary for the psychologist to publish the results of experiments in recognized scientific journals.

Experimental psychology is not a large field of psychology in terms of numbers of psychologists. Only about 6 percent of psychologists are experimental psychologists.

On the other hand, experimental psychology represents a cutting edge of psychology; it is where much progress is made. The overall concepts and findings in a book such as this one have been made possible primarily by experimental work.

The remaining fields of psychology will be briefly described in terms of what psychologists associated with them do.

A counseling psychologist provides advice and guidance, often in a school setting. Sometimes he or she will, like a clinical psychologist, attempt to help individuals with personal problems. However, if the problems involve a mental disorder, the individual will be referred to a clinical psychologist or a psychiatrist.

A developmental psychologist is concerned with maturational and learning processes in both children and adults. Although a developmental psychologist is usually thought of as a child psychologist, it is important to realize that a given developmental psychologist might have a particular interest in changes associated with middle-aged or elderly people.

A physiological psychologist, like an experimental psychologist, does research. Subject areas include the structures and functions of the brain, the activity of neurotransmitters (i.e., chemical messengers), and the effect that hormones produced by the endocrine glands have on moods and behavior.

A human factors psychologist combines a knowledge of engineering with a knowledge of psychology. For example, he or she may be part of a team that is attempting to redesign an aircraft control panel in an attempt to make it more user friendly in order to reduce pilot error associated with misperceptions.

An industrial psychologist usually works for a corporation. The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is the human use of human beings.

(adopted from "Psychology: A Self-Teaching Guide" Frank J. Bruno).

After-reading tasks

VI. Give Russian equivalents to the following words and

expressions from the text.

Cognitive process; emotional state; emotional action; ancient meanings; human being; mental life; scientific discipline; psychological laboratory; historical perspective; physiology of the sense organs; simple / visual sensations; stimulus; starting date of the school; perception of motion; stationary stimuli; important concept; emotional suffering; principal focus of psychology; mental health.

VII. Give English equivalents to the following Russian words and expressions from the text.

Область психологии; данные; согласно; психическое расстройство; поведение человека; исследование; научный подход; восприятие; следовательно; человеческое сознание; в конце концов; основная цель психологии; значимость изучения; основатель; сложно определяемое понятие; несколько лет; различные методы и техники; квалифицированный психолог.

VIII. Use an appropriate word from the box to complete the text.

Mental	problems	studies	major
knowledge	include	method	conduct

Psychology Today

Today, psychologists prefer to use more objective scientific 1) _____ to understand, explain, and predict human behavior. Psychological 2) are highly structured, beginning with a hypothesis that is then empirically tested. Psychology has two 3) _____ areas of focus: academic psychology and applied psychology. Academic psychology focuses on the study of different sub-topics within psychology including personality psychology, social psychology, and developmental psychology.

These psychologists 4) _____ basic research that seeks to expand our theoretical 5) _____, while other researchers conduct applied research that seeks to solve everyday problems. Applied psychology focuses on the use of different psychological principles to solve real world 6) _____. Examples of applied areas of psychology 7) _____ forensic psychology, ergonomics, and industrial-organizational psychology. Many other psychologists work as

therapists, helping people overcome 8) _____, behavioral, and emotional disorders.

ВАРИАНТ 2

I. Read the article and write down the review using the patterns below:

- 1) The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)
- 2) The author of the article is...
- 3) The article is taken from the newspaper...
- 4) The central idea of the article is about... (The main idea of the article is... the article is devoted to... the article deals with... the article touches upon... the purpose of the article is to give the reader some information on... the aim of the article is to provide a reader with some material on...)
- 5). Speak on the conclusion the author comes to.
- 6). Express your own point of view on the problem discussed.

II. Read the text and answer the questions.

1. What is the principal statement of naturalistic observation?
2. What sciences is naturalistic observation commonly used in?
3. What is the basic idea of the clinical method?
4. What does a survey aim at?
5. How is a survey conducted?
6. What are the disadvantages of the survey method?
7. What is the primary goal of a psychological test?
8. What are the most problematic components of the testing method?
9. What is correlation?
10. How can a zero correlation be described?

III. Do the following tasks on this text:

- a) divide the text into logical parts
- b) give a title to each part
- c) give the contents of each part in 1 or 2 sentences
- d) give a summary of the whole text.

Psychological Methods to Collect Data

Naturalistic Observation: Looking at behavior without interference requires a researcher to study behavior as it is happening in its own setting. The researcher should have a —no interference policy. When people or animals know they are being observed, they may not behave in the same way as when they're not being observed. Sometimes it is necessary for the researcher to allow for a period of adaptation to his or her presence.

Let's say that Clayton, an anthropologist, is interested in studying the behavioral patterns of a certain tribe. He lives among its people for a span of time, is accepted by them as a friend, and they grow to trust him. He takes field notes as objectively as possible. Eventually he publishes his findings for other scientists to read. This is the essence of naturalistic observation as a method. (**Anthropology**, like psychology, studies human behavior. Anthropology tends to focus on physical, social, and cultural development.) Naturalistic observation has also been used extensively to study the behavior of animals in their own habitats in the wilderness.

Although psychology occasionally employs naturalistic observation, in practice, research in psychology has tended to favor other methods.

The Clinical Method is a research technique associated primarily with the treatment of individuals with mental or behavioral disorders. It arose within the associated frameworks of psychiatry and clinical psychology. For example, a therapist may treat a troubled person for a span of time. Initially, research may not be the goal. However, at the conclusion of the case, the therapist may decide that the case has many interesting features that make a contribution to our understanding of either the therapy process, behavior, or both. Consequently, the therapist writes up the case, and it is published in a professional journal.

You will recall from chapter 1 that Freud once worked with a colleague named Josef Breuer. One of Breuer's patients was a young woman identified as Anna O. Anna suffered from various symptoms of hysteria. —The Case of Anna O. is the first case in psychoanalysis, and it was published together with other case histories in Breuer and Freud's book *Studies on Hysteria* in 1895. Consequently, it can be said that psychoanalysis has its roots in the clinical method.

The Survey Method: large samples from larger populations. A **survey**

attempts to take a large, general look at an aspect of behavior. Examples of topics

include sexual behavior, eating behavior, how people raise children, spending habits, and so forth. A researcher may be interested in studying a population. A **population** is a well-defined group. It need not be large. For example, a home aquarium with ten fish is correctly said to have a population of ten. However, in practice populations are often large (e.g., the population of the United States, the population of California, the population a particular city). Consequently, it is common to conduct the survey taken on a **sample** of the population. The sample should be taken at random from the population. A **random sample** allows the laws of chance to operate and provides an equal opportunity for any member of the population to be included in the sample. Members of the population fill out questionnaires, are interviewed, or are otherwise evaluated. This constitutes the survey.

Among the more famous surveys conducted during the twentieth century are the Kinsey surveys of sexual behavior published about fifty years ago. Conducted by the Indiana University researcher Alfred Kinsey, the surveys, first of males and then of females, provided valuable information concerning sexual behavior. These studies gave a great impetus to the survey method as a way of studying behavior.

A serious drawback of the survey method is the problem of bias in the sample. In 1936 Alfred (—Alf) Landon, the Republican governor of Kansas, ran for president against Franklin Delano Roosevelt, the incumbent. It was widely expected that Landon would win because a telephone poll conducted by a magazine called *The Liberty Digest* predicted Landon's victory. Although the survey method used by the poll took names at random from the phone book, it appears that during the Great Depression, with the nation plagued by 30 percent unemployment, more Republicans than Democrats had telephones. Consequently, the survey made an incorrect prediction.

The difficulty associated with biased sampling from a population of interest is a general problem, one that is not limited to surveys. Most research is conducted on samples, not populations. A researcher, no matter what research method he or she employs, needs to assess the quality of the sample obtained.

The Testing Method explores human behavior by using psychological tests of attributes such as intelligence, personality, and creativity. These tests are often of the paper-and-pencil variety, and the subject completes the test following a set of instructions. In some cases the test is given in interview form on a one-to-one basis by an examiner. Individual intelligence tests are often administered in this manner.

An example of the testing method is provided by the research

of Lewis Terman (1877–1956) on gifted children. Using the Stanford-Binet Intelligence Scale as a research tool, Terman studied subjects with very high intelligence quotient (IQ) scores from childhood to late adulthood. (Associates continued the study after Terman's death.) The research supported the hypothesis that high intelligence is desirable. On the whole, gifted children had better health and lower divorce rates than most people.

Two problems associated with psychological testing are **validity** and **reliability**. In order for a psychological test to be useful it needs to be both valid and reliable. A *valid* test measures what it is supposed to measure. If a test that is given to measure the intelligence of subjects instead actually measures the individual's motivation to take the test, the test is invalid.

A *reliable* test gives stable, repeatable results. If a subject is tested twice with the same instrument within a few days, the two scores obtained should be very close to each other. One of the functions of the next method to be identified, the **correlational method**, is to establish both the validity and reliability of psychological tests.

The Correlational Method: When X is associated with Y. The word *correlation* refers to the relationship between two variables. These are usually designated as X and Y on a graph. If scores on one variable can be used to predict scores on the second variable, the variables are said to *covary*. Let's say that X stands for shoe size on the right foot. Y stands for shoe size on the left foot. If the both feet are measured on one hundred subjects, it is obvious that a measurement on the right foot will predict, with some variations, a measurement on the left foot (and vice versa).

This example also illustrates that a correlation does not necessarily provide a basis to conclude that causation is present. The size of the right foot does not cause the size of left foot. The sizes covary because they both probably have the same genetic cause in common; they don't cause each other.

In the above example, a **positive correlation** is said to exist. This means that increases in variable X suggest increases in variable Y. On the other hand, if increases in variable X were to suggest decreases in variable Y, a **negative correlation** would be said to exist. Of course, in some cases there is no relationship. Then a **zero correlation** is said to exist.

(adopted from www.rawanonline.com/Psychology-A-Self-Teaching-Guide-English).

The Experimental Method: A Tool with Great Power

IV. Read the text and decide whether the following statements are true or false.

1. The experimental method is characterized by a control over dependent and independent variables, the identification of a cause (or causes), and a welldefined measure of behavior.
2. There are three key concepts of the experimental method: the experimental group, the independent variable, and the dependent variable.
3. The experimental group provides a standard of comparison, a set of observations that can be contrasted with the behavior of the control group.
4. The dependent variable is associated with the *effect* of a cause.
5. The purpose of a random process is to cancel out the effects of individual differences in the subjects that may have an effect on the experiment.

Of all of the methods presented, the experimental method is the one that gives a researcher the most confidence when making the decision to accept or reject a hypothesis. The **experimental method** is a research tool characterized by a control over variables, the identification of a cause (or causes), and a welldefined measure of behavior. These aspects of the experimental method give it great power.

Four key concepts will help you understand the experimental method: (1) the control group, (2) the experimental group, (3) the independent variable, and (4) the dependent variable. Definitions will be presented followed by an example incorporating all four concepts into an experiment. The **control group** receives no treatment; it is dealt with in a more or less conventional manner. It provides a standard of comparison, a set of observations that can be contrasted with the behavior of the experimental group.

The **experimental group** receives a novel treatment, a condition (or set of conditions) that is presumed to affect behavior. It is the target group, the one that will perhaps provide original or particularly interesting data.

The **independent variable** is one that is assigned to the subjects by the experimenter. There will be at least two values, or measures, of this variable. It is the variable that is thought of as a *cause* of behavior.

The **dependent variable** is a measure of the behavior of the subjects. In most experiments, this variable can be expressed as a set of scores. The dependent variable is associated with the *effect* of a cause. Scores make it possible to compute statistical measures and make evaluations based on the data.

You will recall that near the beginning of this chapter a teacher named Nora was said to have formed the hypothesis that room temperature has an effect on test performance. Let's say that Nora wants to do an experiment to evaluate this hypothesis.

Nora writes the names of sixty students on a set of cards. The cards are shuffled and then dealt into two groups, Group A and Group B. A coin is flipped. She says in advance that if heads comes up, Group A will be the control group. If tails comes up, Group B will be the control group. Heads comes up, and Group A becomes the control group. By default, Group B is designated the experimental group.

It is important to note that the process by which subjects are assigned to groups is a **random process**, meaning all subjects have an equal chance of being included in either group. The aim of this procedure is to cancel out the effects of individual differences in the subjects that may have an effect on the experiment. Such variables as age, sex, weight, intelligence, and income level are not, for the moment, under study. A practical way to minimize the effects of such variables is to assign subjects randomly to conditions.

The independent variable will be room temperature. Let's say that most of the time Nora's students take tests in a room that is 68 degrees Fahrenheit. The control group will be tested in a room at this temperature.

Up until now Nora has been thinking that a —cool room will have a positive effect on test performance. The time has come to define —cool more precisely. An **operational definition** is required, a definition of a variable such as —cool in terms

of its measurement operations. Nora decides that her operational definition of —cool will be a temperature of 55 degrees Fahrenheit. The word *cool* is an imprecise, subjective term. On the other hand, 55 degrees Fahrenheit is precise and objective. The experimental group will be tested at this temperature.

Let's say that subjects in both groups are given the same twenty-question multiple-choice test. Scores range from a low of 5 to a high of 20 correct. The mean (i.e., average) score for subjects in the control group is 11. The mean score for subjects in the experimental group is 14. On the surface, it appears that Nora will make the decision to accept her experimental hypothesis. It appears that a cool

room does in fact facilitate test performance.

Before a firm decision can be made to accept or reject a hypothesis, a statistical evaluation of the data must be made. A difference between means is sometimes due to chance.

An experiment can, of course, be much more interesting than the one described, and there can be two or more independent variables. However, Nora's experiment was presented because it reveals the essentials of the experimental method.

(adopted from www.rawanonline.com/Psychology-A-Self-Teaching-Guide-English).

After-reading tasks

V. Give Russian equivalents to the following words and expressions from the text. Research method; workable approach; contradictory conclusion; inborn ideas; unsatisfactory method; research tool; contemporary psychology; gathering data; educated guess; decision error; initially; various versions; general look; valuable information; telephone poll; research tool; intelligence quotient; repeatable results;

target group; original data; multiple choice test; test performance.

VI. Give English equivalents to the following Russian words and expressions from the text.

Ошибаться; приходить к заключению; без вмешательства; подобным образом; учитывать (принимать во внимание); период времени; в конце концов; тяготеть к (иметь склонность к); широко использоваться; поддерживать другие методы; страдать от; хорошо определенная группа; случайная выборка; в целом; сводить к минимуму; средний балл; случайно.

VII. Match the verbs on the left with their definitions on the right.

- | | |
|---------------|--|
| 1. acquire | a) to study a subject thoroughly, especially in order to discover new information; |
| 2. provide | b) to watch carefully the way something happens or the way someone does something; |
| 3. research | c) to judge or calculate the quality, importance, amount or value of something; |
| 4. observe | d) to get something; |
| 5. attempt | e) to make possible or easier; |
| 6. evaluate | f) to give someone something that they need; |
| 7. constitute | g) to try to do something, especially |

something difficult;

8. measure h) state or describe exactly the meaning, nature or the scope of something;

9. define i) to form or make something;

10. facilitate j) to discover the exact size or amount of something.