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**Учебное пособие по курсу**

**ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫЙ ИНОСТРАННЫЙ  
ЯЗЫК ДЛЯ СТУДЕНТОВ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ  
6В01101 “ПЕДАГОГИКА И ПСИХОЛОГИЯ”**

**СЕМЕЙ**

**2018**

**УДК 81-243**

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**Профессионально-ориентированный иностранный язык для студентов образовательной программы 6В01101 “Педагогика и психология”:**

Учебное пособие/сост: Г.С. Кусайынова, Д.М.Айтова, Д.К.Нуралинова, Бекмаганбетова Ш., Кайдарова Б.М.: Семей, 2018 г.

Пособие предназначено для студентов 2-3 курсов специальности «Педагогика-Психология», ранее изучавших английский язык. Тексты пособия представляют интерес с познавательной точки зрения, что позволяет поддерживать высокий уровень мотивации при их изучении. В настоящем пособии приведены четко сформулированные, распределенные по видам деятельности методические рекомендации для студентов, призванные помочь им в поступательной работе с материалом пособия – над произношением, лексикой и грамматикой.

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## ВВЕДЕНИЕ

Методические рекомендации предназначены для студентов 2-3 курсов отделения «Педагогика-Психология», ранее изучавших английский язык в средней школе.

Цель пособия - подготовить студентов к самостоятельному чтению и переводу литературы по специальности и развить у них навыки устной речи в пределах изученной тематики.

Пособие предназначена для работы со студентами 2-3 курсов в 1 и 2 семестрах. Она включает несколько разделов:

1) тесты педагога-психологической направленности, содержащие сведения об основных психологических направлениях и понятиях.

2) тексты для дополнительного чтения из источников периодической печати.

Для расширения и активизации словарного запаса студентов и развития у них общезыковых навыков и навыков перевода с английского на русский язык, а также с русского языка на английский после каждого текста приводится комплекс упражнений, способствующих развитию соответствующих навыков. Основная часть пособия состоит из целевых заданий, имеющих трехчастную структуру и включающих: вокабуляр для активного овладения, перевод текста с английского языка на русский, а также вопросы и задания к содержанию текста.

Тексты расположены по принципу нарастания языковой сложности. Материал изложен с учетом уровня требований, предусмотренных стандартом и программой по английскому языку для неязыковых факультетов педагогических вузов.

Пособие имеет приложение, включающее разнообразные задания на закрепление изученной лексики, цитаты известных писателей о психологии и психологические тесты.

Тематика и сложность текстов рассчитаны на изучение их в течение 1-2 семестров.

Каждый текст сопровождается списком лексических единиц для обязательного овладения и упражнениями, направленными на закрепление изученной лексики.

Система упражнений построена по принципу «от простого к сложному». Задания и упражнения направлены на формирование произносительных навыков, навыков перевода с английского языка на русский, а также на повышение уровня понимания текста. На более высокой ступени изучения английского языка система заданий дополняется упражнениями на формирование навыков реферирования и аннотирования текстов научно-познавательного характера.

### **Рекомендации студентам для работы с учебными текстами**

Работу над текстом рекомендуется начинать в аудитории, отрабатывая произношение сложных терминов, а также знакомясь с опорными словами. Первоначальный перевод текста должен быть дословным, облегчающим понимание основного смысла. При таком дословном переводе следует выписывать все незнакомые слова, которые потом необходимо выучить. На следующем этапе работы над текстом подбираются слова и словосочетания, более четко передающие мысль переводимого материала, и устанавливается грамматическая связь слов в предложении.

Когда текст переведен полностью, его читают весь целиком и вносят стилистические поправки. Убедившись, что перевод точно передает мысль английского текста и соответствует нормам русского языка, можно считать, что начальный этап работы над текстом закончен. Далее следует этап работы над грамматическими особенностями данного текста. Этот этап работы рекомендуется проводить в аудитории, поскольку в некоторых случаях может понадобиться комментарий преподавателя.

Следующий этап работы над текстом по специальности — ответы на вопросы (письменно или устно). Завершается работа над текстом по специальности составлением плана к тексту, пересказом и /или обсуждением

прочитанного в свободной дискуссии на более продвинутом этапе изучения иностранного языка.

Следовательно, чтобы успешно справиться с работой над научным текстом, необходимо:

- Запомнить необходимый минимум слов-терминов.
- Уметь определять значение слова по контексту.
- Научиться различать, переводить словообразовательные формы и оперировать ими.
- Правильно употреблять новые слова в словосочетаниях.
- Узнавать, переводить и употреблять грамматические формы и конструкции, характерные для научной литературы на английском языке.
- Исходить при переводе из контекста как единого целого.

## TEXT 1

### WHAT IS PSYCHOLOGY

#### 1 . Read the text and translate it:

Psychology is the scientific study of mental processes and behaviour. Psychologists observe and record how people and other animals relate to one another and to the environment. They look for patterns that will help them understand and predict behaviour, and they use scientific methods to test their ideas. Through such studies, psychologists have learned much that can help people fulfill their potential as human beings and increase understanding between individuals, groups, nations, and cultures.

Psychology is a broad field that explores a variety of questions about thoughts, feelings, and actions. Psychologists ask such questions as: "How do we see, hear, smell, taste, and feel? What enables us to learn, think, and remember, and why do we forget? What activities distinguish human beings from other animals? What abilities are we born with, and which must we learn? How much does the mind affect the body, and how does the body affect the mind? For example, can we change our heart rate or temperature just by thinking about doing so? What can our dreams tell us about our needs, wishes, and desires? Why do we like the people we like? What is mental illness?"

The research findings of psychologists have greatly increased our understanding of why people behave as they do. For example, psychologists have discovered much about how personality develops and how to promote healthy development. They have some knowledge of how to help people change bad habits and how to help students learn. They understand some of the conditions that can make workers more productive. A great deal remains to be discovered. Nevertheless, insights provided by psychology can help people function better as individuals, friends, family members, and workers.

## **2. Used the vocabulary words:**

1. psychology	психология
2. scientific	научный
3. study	исследование, изучение
4. mental	умственный, психический
5. behaviour	поведение
6. environment	окружающая среда, окружение
7. pattern	образец, пример
8. human being	человек
9. thought	мысль
10. feeling	чувство
11. action	действие
12. mind	разум, ум
13. dream	сон, мечта
14. desire	желание
15. mental illness	психическое расстройство
16. research	исследование
17. psychologist	психолог
18. personality	личность, индивидуальность
19. habit	привычка
20. insight	способность понимать умственные процессы, схватывание сути проблемной ситуации, внезапное нахождение решения (на основе опыта и интуиции)

## **3 Answer the question:**

- What is psychology?
- What do psychologists do?
- What does psychology explore?
- What kind of questions do psychologists ask?

- Why do we need psychological research?
- How can psychology help us?

**4. Give you opinion:**

- Why do you want to become a professional psychologist?
- What is your favourite topic in psychology?
- When do you think a person should consult a psychologist?

## **TEXT 2**

### **HOW DO PSYCHOLOGISTS STUDY THE MIND?**

#### **1 . Read the text and translate it:**

Psychology is the science of the mind and behaviour. The human mind is perhaps the most complex and unique field of study, and has been a puzzle to humankind for hundreds of years. The human mind is the source of all thought, behaviour, emotions, interactions, and it determines how we conduct ourselves in society.

The mind is highly complex and enigmatic. Many wonder how psychologists can study such an abstract and extremely sophisticated thing. Even if scientists look inside the brain, as in an autopsy or during a surgical operation, all they see is gray matter (the brain). Thoughts, cognition, emotions, memories, dreams, perceptions, etc. cannot be seen physically, like a skin rash or heart defect.

Experts say that the approach to psychology is not that different to other sciences. As in other sciences, experiments are devised to confirm or disprove theories or expectations. For a psychologist, human behaviour is used as evidence - or at least an indication - of how the mind functions. We are unable to observe the mind directly; however, virtually all our actions, feelings and thoughts are influenced by the functioning of our minds. That is why human behaviour is used as raw data for testing psychological theories on how the mind functions.

German psychologist Wilhelm Wundt opened the first experimental psychology labs in the late 1800s. Since that time we have learned an enormous amount about the relationship between brain, mind, memory and behaviour.

#### **2. Key words**

1. complex - СЛОЖНЫЙ
2. unique - УНИКАЛЬНЫЙ
3. field of study - область исследований
4. puzzle - ГОЛОВЛОМКА, ЗАГАДКА

5. humankind - Человечество
6. source - Источник
7. interaction - Взаимодействие
8. determine - определять, устанавливать
9. extremely - чрезвычайно, крайне
10. sophisticated - сложно устроенный, утончённый
11. autopsy - аутопсия (вскрытие)
12. surgical - Хирургический
13. gray matter - серое вещество мозга
14. brain - Мозг
15. cognition - познание, узнавание, распознавание
16. perception - Восприятие
17. skin - Кожа
18. rash - Сыпь
19. heart defect - порок сердца
20. approach - Подход
21. devise - разрабатывать, изобретать
22. confirm - Подтверждать
23. disprove - Опровергать
24. expectation - Ожидание
25. evidence - доказательство, подтверждение, свидетельство
26. at least - по крайней мере
27. observe - наблюдать, следить (за чем-л.)
28. directly - прямо, непосредственно
29. virtually - фактически, практически
30. influence - влияние, влиять
31. raw data - необработанные данные, исходные данные

32. Wilhelm  
Wundt - Вильгельм Вундт

33. enormous - громадный, огромный

### 3. Answer the question:

- What determines our behaviour?
- Can scientists see human mind?
- What do psychologists use to test their theories?
- Who opened the first psychology laboratory?

### 4. Give your opinion:

- Why is it difficult to study human mind?
- Can you describe any psychological experiment?

### 5. Used the key words:

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1. provide                  | предоставлять                      |
| 2. counseling services      | консультационные услуги            |
| 3. diagnose                 | ставить диагноз                    |
| 4. dysfunction              | дисфункция                         |
| 5. personality disorder     | изменение личности                 |
| 6. be granted (sth)         | быть наделенным (чем-то)           |
| 7. enhance                  | расширять, улучшать                |
| 8. prescribe                | прописывать (лекарство и т.д.)     |
| 9. treatment                | лечение                            |
| 10. evaluate                | оценивать                          |
| 11. assessment              | оценка                             |
| 12. academic<br>achievement | успехи в учебе<br>состояние        |
| 13. well-being              | повреждения мозга, мозговая травма |

### **TEXT 3**

## **WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?**

### **1. Read the text and used a vocabulary:**

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 diagnoses 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 provides 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 psychologist's 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, a psychologist may use psychological tests to determine whether a child has a learning disorder. Psychologists also use psychological tests in legal cases or any time there is uncertainty about what is troubling an individual. Psychological tests can include assessments of personality styles, tests of

emotional well-being, intellectual (or "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, personalities, 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 and emotional problems.

## **2. Look at the text and answer the question:**

- What services can psychologists and psychiatrists provide to people?
- What professionals are granted the right to diagnose neuropsychological disorders and dysfunctions?
- What professionals are granted the right to prescribe medications?
- What do psychologists focus their treatment on?
- What does the education of psychologists include?
- What does psychologist's training allows them to do?
- What professionals specialize in psychological training?
- When do psychologists use psychological tests?
- What do psychological tests assess?

## **3. After answer the question. Give your opinion. Write the 10 sentences**

- What are the main differences between psychologists and psychiatrists?

## **TEXT 4**

### **WILHELM MAX WUNDT (1832-1920)**

#### **1. Read and translate the text:**

Wilhelm Max Wundt is a famous German psychologist, the founder of scientific psychology as an independent discipline. He was born in Neckarau and got his education at the universities of Tübingen and Heidelberg and the Institute of Physiology in Berlin. After teaching physiology at the University of Heidelberg (1858-1874), he taught philosophy at the University of Zurich (1874-1875) and was Professor of Philosophy at the University of Leipzig from 1875 to 1917.

Wundt offered the first academic course in psychology in 1862 and established the first laboratory for experimental psychology in 1879. He founded the first psychological journal “Studies in Philosophy” in 1881.

Wundt promoted structuralist psychology, focusing on observations of the conscious mind rather than inference. Wundt also carried out extensive experimental research on perception, feeling, and apperception (a phase of perception where there is full recognition of what has been perceived). His more than 500 published works include “Principles of Physiological Psychology” (2 volumes, 1873-1874) and the monumental work “Elements of Folk Psychology” (10 volumes, 1900-1920). He also wrote “Logik” (1880), “Ethik” (1886), and “System der Philosophie” (1889).

#### **2. Read and translate the following international words. Mind the pronunciation.**

Psychology, discipline, institute, physiology, philosophy, University, academic, course, laboratory, experimental, journal, publish, monumental, elements

#### **3. Read and translate the derivatives. Mind the suffixes.**

psychology – psychologist – psychological

founder - founder

depend – dependent - independent

science - scientific

experiment - experimental

#### 4. Active vocabulary:

founder	Основатель
scientific	Научный
to offer	Предлагать
to establish	Основать
observation	Наблюдение
inference	вывод, заключение
to carry out	Проводить
perception	Восприятие
apperception	апперцепция, сознательное восприятие
recognition	Осознание

#### Exercises:

##### I. Give Russian equivalents of the following:

The founder of scientific psychology, an independent discipline, to get education, to teach physiology, the first academic course in psychology, to establish the first laboratory for experimental psychology, to found the first psychological journal, to promote structuralist psychology, observations of the conscious mind, to carry out extensive experimental research, perception, feeling, and apperception, full recognition, published works.

##### II. Suggest the English for:

знаменитый психолог, основатель научной психологии, самостоятельная дисциплина, преподавать физиологию, профессор философии, академический курс по физиологии, основать первую лабораторию

экспериментальной психологии, сосредоточиться на наблюдениях над сознанием.

**III. Express agreement or disagreement with the following using:**

*Yes, you are right (= it is correct)*

*No, you are not right (=you are wrong)*

1. Wilhelm Max Wundt is a famous English psychologist.
2. Wundt was the founder of scientific philosophy.
3. He taught philosophy at the University of Zurich and was Professor of Philosophy at the University of Leipzig.
4. Wundt offered the first academic course in psychology in 1865.
5. Wundt established the first laboratory for developmental psychology in 1879. He founded the first psychological journal “Studies in Philosophy” in 1881.
6. Wundt promoted structuralist psychology, focusing on observations of the conscious mind rather than inference.

**IV. Insert the missing words:**

1. Wilhelm Max Wundt is a famous... psychologist, the founder of ... as an independent discipline.
2. He was born in Neckarau and ... of Tübingen and Heidelberg and the Institute of Physiology in Berlin.
3. Wundt offered the ... in 1862.
4. He founded ... “Studies in Philosophy” in 1881.
5. Wundt..., focusing on observations of the conscious mind rather than inference.

**V. Complete the following sentences:**

1. Wilhelm Max Wundt was born in...
2. After teaching physiology at the University of Heidelberg...
3. Wundt offered the first academic course in psychology...

4. He founded the first psychological...
5. Wundt promoted structuralist psychology...
6. Wundt carried out extensive experimental research on...
7. His more than 500 published works include...

**VI. Answer the following questions:**

1. Who was Wilhelm Max Wundt?
2. Where was he born?
3. What education did Wundt get?
4. He was Professor of Philosophy at the University of Leipzig from 1875 to 1917, wasn't he?
5. What psychological journal did he found?
6. What did he focus his observations on?
7. How many works did Wundt publish?

**VII. Speak on Wilhelm Max Wundt.**

## **TEXT 5**

### **SIGMUND FREUD**

**(1856-1939)**

#### **1. Read and translate the text:**

Sigmund Freud was born 1856 in a small town Freiberg in the family of a wool merchant. When he was five the family moved to Vienna, where he lived most of his life. Freud went to medical school and began a research work under the direction of a physiology professor Ernst Brucke.

Under the influence of Brucke and the great French psychiatrist Charcot Freud concentrated on neurophysiology. 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 a practice in neuropsychiatry.

Freud analyzed both his patients and himself, trying to know more about consciousness and unconsciousness. The scientist realized that some of ideas that affect people are unconscious – we do not know about them even though they are in our own minds. This movement was called psychoanalysis and brought Freud fame as well as misunderstanding from the traditional scientific community.

Freud immigrated to England just before World War II when Vienna became an increasing 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 had suffered from for the last 20 years of his life.

#### **2. Read and translate the following international words. Mind the pronunciation.**

Physiology, psychiatrist, concentrate, neurophysiology, director, analyze, idea, psychoanalysis, traditional, immigrate.

#### **3. Read and translate the derivatives. Mind the suffixes.**

psyche - psychiatry - psychiatrist

conscious - consciousness - unconsciousness

move - movement

understand - understanding - misunderstanding

science - scientist - scientific

fame - famous

#### **4. Active vocabulary:**

merchant	торговец
research	исследование
ward	отделение
fiancée	невеста
to up	основать, открыть
consciousness	сознание
unconsciousness	бессознательное
to affect	влиять
mind	разум, душа
movement	направление
psychoanalysis	психоанализ
fame	слава
merchant	торговец

#### **Exercises:**

##### **I. Give Russian equivalents of the following:**

a wool merchant, moved to Vienna, began a research work, under the influence, a children's ward, married his fiancée, set up a practice, consciousness and unconsciousness, affect people, in our own minds, scientific community, died of the cancer .

##### **II. Suggest the English for:**

семья торговца шерстью, переехать в Вену, исследовательская работа, под влиянием, сосредоточиться на, открыть практику, сознание и бессознательное, психоанализ, слава и непонимание, иммигрировать, влиять на людей, умереть от рака.

**III. Express agreement or disagreement with the following using:**

*Yes, you are right (= it is correct)*

*No, you are not right (=you are wrong)*

1. Freud began a research work under the direction of a physiology professor Ernst Brucke.
2. Under the influence of Charcot Freud concentrated on psychiatry.
3. Freud analyzed both his patients and himself, trying to know more about consciousness.
4. Psychoanalysis brought Freud fame and success.
5. Freud immigrated to Germany just before World War II.

**VI. Find in the text sentences with these words and translate them:**

a research work, concentrated on, consciousness, affect, psychoanalysis, dangerous place.

**V. Complete the following sentences in Russian and translate them into English:**

1. Фрейд начал свое исследование под руководством ...
2. Поработав некоторое время в качестве невропатолога...
3. Ученый понимал, что некоторые из идей, влияющих на людей ...
4. Это направление было названо ...
5. Фрейд иммигрировал в ...

**VI. Sum up the contents of the text by answering the following questions:**

1. When was Sigmund Freud born?
2. What science did Freud concentrate on?

3. What did Freud do, trying to know more about consciousness and unconsciousness?
4. All of ideas that affect people are unconscious, aren't they?
5. Did psychoanalysis bring Freud fame and success?
6. Why did Freud immigrate to England just before World War II?

**VII. Read the text. Translate it into Russian.**

Many ideas of Sigmund Freud are still used today in the practice of psychology. For example Freud was the first to depict the importance of memories and ideas from childhood. He pointed out that these memories are “repressed” and made unconscious because they are things we don't want to think about, or they are forbidden. So, the repressed ideas can appear in our dreams or nightmares.

**VIII. Speak on Sigmund Freud.**

## **TEXT 6**

### **DEVELOPMENTAL PSYCHOLOGY**

#### **1. Read and translate the text.**

Developmental psychology studies behavioral changes and continuity from infancy to old age. Much emphasis in psychology has been given to the child and to the deviant personality. Developmental psychology is particularly significant, then, in that it provides for formal study of children and adults at every stage of development through the life span.

Developmental psychology reflects the view that human development and behavior throughout the life span is a function of the interaction between biologically determined factors, such as height or temperament, and environmental influences, such as family, schooling, religion, and culture. Studies of these interactions focus on their consequences for people at different age levels. For example, developmental psychologists are interested in how children who were physically abused by their parents behave when they themselves become parents. Studies, although inconclusive, suggest that abused children often become abusive parents.

Other recent studies have focused on the relationship between the aging process and intellectual competence; contrary to the traditional notion that a person's intellectual skills decline rapidly after the age of 55, research indicates that the decline is gradual. American studies of adulthood, building on the work of Erik Erikson, point to stable periods with a duration of 5 to 7 years, during which energy is expended on career, family, and social relationships, punctuated by "transitional" periods lasting 3 to 5 years, during which assessment and reappraisal of major life areas occurs. These transitional periods may be smooth or emotionally stormy; the "midlife crisis" is an example of such a transition. Whether such transitions are the same for men and women, and whether they are universal, is currently under study.

**2. Read and translate the following international words. Mind the pronunciation.**

Psychology, deviant, personality, formal, human, function, biologically, factors, temperament, religion, culture, focus, process, intellectual, competence, traditional, person, period, energy, social, emotionally, crisis, universal.

**3. Read and translate the derivatives. Mind the suffixes.**

develop – development - developmental

behave - behavior - behavioral

continue - continuity

infant - infancy

age - aging

action - interaction

environment - environmental

school – schooling

abuse - abusive

relate – relation - relationship

adult - adulthood

**4. Active vocabulary:**

developmental psychology	возрастная психология
behavior	поведение
infancy	раннее детство, младенчество
deviant personality	девиантная личность
adult	взрослый
view	точка зрения
span	промежуток времени
interaction	взаимодействие
height	рост

consequence	последствие
to abuse	оскорблять, унижать
to decline	уменьшаться
research	исследование
stable	устойчивый
duration	продолжительность
assessment	оценка
reappraisal	переоценка

### **Exercises:**

#### **I. Give Russian equivalents of the following:**

Behavioral changes, continuity from infancy to old age, to be particularly significant, children and adults, through the life span, to reflect the view, biologically determined factors, environmental influences, at different age levels, to be physically abused, the aging process, intellectual competence, a person's intellectual skills, to point to stable periods, "transitional" periods, assessment and reappraisal of major life areas, to be smooth or emotionally stormy, to be under study.

#### **II. Suggest the English for:**

Изменения в поведении, от раннего детства до старости, большое внимание уделяется, на протяжении всей жизни, взаимодействие между биологически обусловленными факторами и влиянием окружающей среды, последствия для людей разного возраста, отношения между возрастными процессами и интеллектуальными навыками, противоположно традиционному представлению, быстро уменьшаться, стабильные периоды, энергия направлена на, переходные периоды, кризис среднего возраста, еще изучается.

**III. Express agreement or disagreement with the following using:**

*Yes, you are right (= it is correct)*

*No, you are not right (=you are wrong)*

1. Developmental psychology studies behavioral changes and continuity from adolescence to old age.
2. Developmental psychology provides for formal study of children and adults at special stages of development through the life span.
3. Human temperament is a function of the interaction between biologically determined factors and environmental influences
4. Abused children often become abusive parents.
5. A person's intellectual skills decline rapidly after the age of 55.
6. Transitional periods may be smooth or emotionally stormy.

**IV. Insert the missing words:**

1. Developmental psychology studies ... from infancy to old age.
2. Studies of the interactions focus on ... at different age levels.
3. Studies suggest that ... often become abusive parents.
4. Other recent studies have focused on ... and intellectual competence.
5. Research indicates that the intellectual skills ... is gradual.
6. American studies of adulthood point to ... with a duration of 5 to 7 years.
7. "Transitional" periods ... 3 to 5 years.
8. These transitional periods may be ... or emotionally stormy.

**. Complete the following sentences:**

1. Developmental psychology studies ...
2. Much emphasis in psychology has been given to ...
3. Developmental psychology is particularly significant, then, in that ...

4. Developmental psychology reflects the view that ...
5. Developmental psychologists are interested in ...
6. Other recent studies have focused on ...
7. Contrary to the traditional notion that a person's intellectual skills ...
8. American studies of adulthood point to ...

**VI. Answer the following questions:**

1. What does developmental psychology study?
2. Much emphasis in psychology has been given to the motivation, hasn't it?
3. Cognitive psychology studies children and adults at every stage of development through the life span, doesn't it?
4. Is human development and behavior throughout the life span a function of the interaction between biologically determined factors and environmental influences?
5. Family, schooling, religion, and culture are biologically or environmentally determined factors?
6. What do studies of these interactions focus on?
7. Do abused children become abusive parents?
8. Do intellectual skills decline rapidly or gradually?
9. Stable periods have duration of 5 to 7 years, don't they?
10. In what periods does assessment and reappraisal of major life areas occur?

**VII. Ask all possible questions:**

1. Developmental psychology studies behavioral changes and continuity from infancy to old age.
2. Abused children often become abusive parents.
3. Transitional periods may be smooth or emotionally stormy.

## VIII. Speak on developmental psychology.

### TEXT 7

#### MEMORY

##### 1. Read and translate the text.

Modern psychologists consider that any experience is stored in our memory as coded information. They distinguish three different kinds of memory: sensory, short-term and long-term. They differ in the time they can span, in how much they can carry, in their type of coding, and in their forgetting mechanisms.

Sensory memory is the simplest of the three. It is of brief duration and lasts a fraction of a second. It has a relatively large capacity and can handle as much as the sense organ can register. It processes and encodes information in a direct, non-distorted manner. The visual afterimage is an ideal example of a sensory memory store.

Short-term memory lasts for only a minute or so and its coding is indirect. Looking up a telephone number, closing the book, and then dialing the number is an example of short-term memory at work. Our short-term memories are forever lost within a minute or so unless they are reprocessed into long-term memories. We can improve our short-term memory by organizing material into smaller, more manageable groups. One name for this is chunking.

Long-term memory can last for several minutes or many years and its capacity is almost unlimited. Its coding system is very complex. We do not fully understand this system, but much is known about it. For example, words are coded by clustering. This is a way of organizing material into meaningful groups and thereby making it more manageable.

You can improve your memory by imposing your own organization on the material you want to remember, instead of leaving the organizational process to chance association. By thinking over your experiences and ideas, weaving them into systematic relations with each other, you can consolidate them into long-lasting memories.

**Exercises:**

**I. Read and translate the following international words. Mind the pronunciation.**

Psychologist, information, mechanism, second, organ, register, ideal, minute, telephone, group, system, material, organization, process, association.

**II. Read and translate the derivatives. Mind the suffixes.**

psychology - psychologist - psychological

code - encode

sense - sensory

direct - indirect

manage - manageable

mean - meaning - meaningful

**III. Active vocabulary:**

experience	опыт
to store	хранить
sensory memory	сенсорная память
short-term memory	краткосрочная память
long-term memory	долговременная память
capacity	вместимость
duration	продолжительность
non-distorted	неискаженный
afterimage	последовательный образ
chunking	разбивка
clustering	кластеризация
experience	опыт

**I. Give Russian equivalents of the following:**

To be stored in one's memory, to distinguish three different kinds of memory, type of coding, forgetting mechanisms, brief duration, large capacity, in a non-distorted manner, the visual afterimage, to look up a telephone number, to dial the number, to improve one's short-term memory, unlimited capacity, to be coded by clustering, to impose one's own organization, to leave the organizational process to chance association, long-lasting memories.

**II. Suggest the English for:**

храниться в виде кодированной информации, тип кодирования, механизм забывания, длится долю секунды, кодировать информацию в неискаженной манере, набирать номер телефона, быть навсегда утерянным, организовать материал в малые группы, объем практически безграничен, случайные ассоциации.

**III. Express agreement or disagreement with the following using:**

*Yes, you are right (= it is correct)*

*No, you are not right (=you are wrong)*

1. Modern psychologists consider that any experience is stored in our memory as visual information.
2. There are three kinds of memory: sensory, short-term and long-term.
3. Three types of memory differ in their capacity only.
4. Sensory memory is the most complex of the three.
5. It processes and encodes information in a direct, non-distorted manner. The visual afterimage is an ideal example of a sensory memory store.
6. Short-term memory lasts for an hour and its coding is indirect.
7. Long-term memory can last for several minutes or many years and its capacity is almost unlimited.

8. You can improve your memory by using chance association.

**IV. Insert the missing words:**

1. Modern psychologists consider that ... as coded information.
2. Sensory memory is ... lasts a fraction of a second.
3. It has a relatively ... and can handle as much as the sense organ can register.
4. Short-term memory lasts ... and its coding is indirect.
5. Long-term memory can last ... and its capacity is almost unlimited.
6. Clustering is ... and thereby making it more manageable.
7. You can improve your memory by ... instead of leaving the organizational process to chance association.

**V. Complete the following sentences:**

1. Modern psychologists distinguish three different kinds of memory ...
2. Three kinds of memory differ in...
3. Sensory memory processes and encodes information...
4. Looking up a telephone number...
5. Our short-term memories are forever lost...
6. We can improve our short-term ...
7. Long-term memory can last for several minutes or many years and...
8. You can improve your memory by...

**VI. Answer the following questions:**

1. Are there different kinds of memory?
2. How can we improve our short-term memory?
3. How is the written word coded in short-term memory?
4. What is clustering?
5. Is organizing material into smaller groups called clustering or chunking?

**VII. Match the terms with their explanations:**

Chunking	a) The system with an extremely large capacity and memory complex organization that is assumed to account for relatively enduring memories.
Clustering	b) The systems with a limited capacity that accounts for memories of very short duration.
Sensory memory	c) The tendency to recall items in meaningfully related groups, even though the items were originally learned in random order.
Short-term memory	d) Organizing of items in memory into smaller groups.
Long-term memory	e) The memory system that stores stimulus information directly but for duration of less than a second.

**VIII. Match the adjectives in the left hand column with the nouns in the right hand column:**

1. meaningful	a) forgetting
2. systematic	b) material
3. verbal	c) afterimage
4. scientific	d) memory
5. information	e) use
6. brief	f) system
7. visual	g) capacity
8. immediate	h) investigation
9. manageable	i) consolidation
10. memory	j) groups
11. unlimited	k) processing
12. creative	l) relations
13. effective	m) duration

**IX. Read the text. Translate it into Russian.**

Bartlett first suggested that forgetting is a very active and creative process. In his experiment he asked British university students to read to themselves a 300-word Indian folk tale and then to read it again. Fifteen minutes later he tested his students. These are some of the things he found: 1) The general form of the students' first recall was preserved throughout their future retelling of the tale. 2) Elements of the original story (phrases or words) were changed so as to make sense to them. The phrase "hunting seals" was remembered as "fishing"; the more familiar "boat" replaced the original "canoe". 3) Various new details were invented by the subjects which made the story hang together better and also made it fit in better with British speech patterns, British customs, and British values. The final story the students remembered was often quite different from the original one. The motive for "creative forgetting" here is intellectual, because the purpose of Bartlett's students in forgetting "creatively" was to make the material more meaningful.

**X. Fill in the correct verb from the box:**

enable                  stores                  requires                  agree                  lasts

1. Short-term memory ... for only a minute.
2. The theorists of today ... that any experience must be coded into some kind of information.
3. Chunking ... that the material be coded appropriately.
4. Long-term memory ... massive amounts of material.
5. Drugs may ... us to aid memory.

**XI. Speak on memory.**

## **TEXT 8**

### **HIGHER EDUCATION AND TEACHER TRAINING IN GREAT BRITAIN**

#### **A.**

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. Students working for their first degree at university are called undergraduates. When they take their degree we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study.

Further study or research is required at the mode-*n* universities for the first post-graduate degree of Master, and at all British universities for that of Doctor.

In Britain full-time university students (students who spend all their time studying and have no other employment), have three terms of about ten weeks in each year.

University teaching combines lectures given by professors, readers or lecturers, practical classes (in scientific subjects) and small group teaching in seminars or tutorials.

The course of study for intending teachers is based upon compulsory and optional subjects.

The Programme usually consists of three core components: School-based experience, Subject studies and Education studies.

Theory of Education is one of the main subjects. At the end of the first or second year students are to make their choice as to the age-range of children they wish to prepare to teach.

Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions.

Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor (tutor) on school practice.

Examinations are held at the end of each term. Final examinations (or finals) are taken at the end of the course.

(See: Tibbits E. L. Exercises in Reading Comprehension. Longman, 1974)

**Exercises 1. Study Text A and write English equivalents of the following words and phrases. Transcribe them:**

педагогическое образование (обучение учителей), политехнический институт, колледж высшего образования, степень, выпускник, аспирант, бакалавр, дальнейшее обучение, исследовательская работа, магистр, студент дневного отделения, студент вечернего отделения, лектор (2 words), практические занятия, будущий учитель, быть основанным на чём-н., обязательный, факультативный, практика в школе, изучение основного предмета, комплекс предметов педагогического цикла, педагогика, профилирующая дисциплина, возрастная группа, студенты младших курсов, постановка пьесы, студенты старших курсов, учебные пособия, аудио-визуальные средства, посещать уроки, руководитель по педпрактике (2 words), проводить экзамены, выпускные экзамены.

**Exercises 2. Write 15 questions on Text A, using new words and expressions in each question. Ask your comrades to reply them. Summarize what you have learned about the British system of higher education.**

**B. Dialogue**

A n n : Hullo, Steve. Have you got a minute?

S t e v e : Sure, yes. What can I do for you?

A.: I've read a number of books on the British system of higher education but I can't make head or tail of it.

S.: Mm... no wonder. What's the problem?

A.: Quite a lot of problems. What I want to discuss is the difference between a university and a college.

S.: It's like this, you see... The programme is different. At a university it is much wider. Great attention is paid to scientific subjects.

A.: It sounds as though most people prefer a university.

S.: Well... that rather depends.

A.: Speaking about universities I'm not quite clear about tutorials there. What is a tutorial exactly?

S.: Oh, it's when students discuss topics with a tutor in very small groups — usually there are not more than three or four students and sometimes only one.

A.: I see... And coming back to colleges... I'm still not terribly sure what a residential college is.

S.: Erm... It's a college with a hall of residence on the same grounds as the principal building. In fact all the students live in hall.

A.: Really? and what about the teaching staff?

S.: Actually the majority of the teaching staff live there too. But there are also quite a lot of non-residential colleges.

A.: And you studied at university?

S.: Yes...

A.: I'd like to find myself in that university. What was it like?

S.: Well... a big grey building surrounded by trees.

A.: Beautiful?

S.: Nothing very remarkable. Of course there were lecture halls, classrooms and a number of laboratories.

A.: Any facilities for sport and P.E.

S.: Let me see... Yes... A gymnasium with changing rooms and showers, a tennis court... What else... A playing field for netball and football...

A.: I believe students spend a lot of time together, don't they?

S.: Definitely. We had students' societies and clubs.

A.: Am I right to believe that they are for those interested in drama and music?

S.: Quite... and also politics, modern languages, literature, science and athletics.

A: Ah... that's worth knowing.

S.: And what I'd like to add is that students themselves organize all those clubs and societies. There is usually a Students' Council or Union.

A.: Well Steve. Thanks very much. You've been most helpful.

### **C. How to get a degree**

J.: Well, Arnold, I remember you said once you were a B. A. Perhaps you could tell me how quickly you got those letters after your name?

A.: At university I studied history. It was a 3-year course. And after that I got a B. A degree.

J.: B.A. stands for Bachelor of Arts degree, doesn't it?

A.: Yes, which reminds me of my neighbour whose son had just got his B. A. A friend asked very seriously: "I suppose your son will try to get an M. A. or Ph. D." next to which my neighbour answered: "Not at all, now he is trying to get a J-O-B."

A: Ah... he meant a job! That's a good joke! (See: English 903, Book 6. Lnd., 1978)

### **Exercises 1. Study Texts B and C and write English equivalents of the following words and phrases:**

система высшего образования, практические занятия, колледж с общежитием, колледж без общежития, общежитие (студенческое), территория колледжа (университета), жить в общежитии (о студентах), педагогический состав, лекционный зал, гимнастический зал, раздевалка, студенческое общество, студенческий совет, бакалавр гуманитарных наук, магистр гуманитарных наук, доктор философских наук.\

### **2. Ask your fellow-students:**

1. About the difference between a university, polytechnic and college of higher education.
2. Why it is preferable to study at university.
3. What subjects the Programme of a university is based upon.
4. What you know about tutorials.
5. About the difference between a residential and a non-residential college (university).
6. Who lives in hall.
7. What rooms can be found in a university building.
8. What sport facilities there are at a university.
9. What clubs and societies are popular in British colleges and universities.
10. Who runs those clubs and societies.
11. What a B. A. is.
12. How quickly one can get those letters before his name.
13. What a M. A. is.
14. Which degree is higher: M. A. or Ph. D.?
15. If it is easy for a Bachelor of Arts to find a job.

**3. Retell Text B in indirect speech using new words and word combinations.**

**4. Fill in prepositions. Ask the others to give their responses to the given sentences so as to make up micro-dialogues:**

- 1.... Great Britain the course... study... intending teachers is based ... compulsory and optional subjects.
2. The Programme usually consists ... three core components. Do you remember what they are?
3. Are you going to specialize ... Education?
4. It is important... a student to learn the use ... different visual aids ... his block-teaching practice.
5. My school practice began when I was ... the first year.

6... our department examinations are held ... the end ... each term; ... each examination students are given several days which they spend ... revising the material.

7. The English club organized ... the students is concerned .., extra-curricular activities.

8. Do you enjoy your lectures ... Theory ... Education? Are they supplemented... seminars?

**5. Retell Text C in indirect speech; act it out.**

**6. Speak about the English Department at your University (use Essential Vocabulary on the topic).**

**7. Make up dialogues, using Essential Vocabulary on the topic. Suggested situations:**

A. A Kazakh student and an English student are exchanging information on systems of higher education in their countries.

B. Two students of the English department are discussing their college life. One of them is enthusiastic about everything, the other is a dissatisfied grumbler and finds fault with every little thing.

C. A student of the English department is speaking about the programme and the course of study with a friend of his (hers).

D. A strict father (mother) is demanding an explanation from a son (daughter) after a failure in a college exam. The son is giving all kinds of lame excuses speaking about "overcrowded syllabus", injustice of professors and bad luck in general.

## TEXT 9

### PSYCHOLOGICAL METHODS TO COLLECT DATA

#### Read and translate the text.

**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 of 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 *co-vary*. 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 co-vary 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](http://www.rawanonline.com/Psychology-A-Self-Teaching-Guide-English)).*

### **I. 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?

**II. 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.

Практическое занятие. Тема 5: Research methods in psychology

## TEXT 10

### THE EXPERIMENTAL METHOD: A TOOL WITH GREAT POWER

#### 1. 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 well-defined 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 well-defined 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](http://www.rawanonline.com/Psychology-A-Self-Teaching-Guide-English)).*

### **After-reading tasks**

#### **I. 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.

## II. 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.

## III. 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.                              |

## IV. Fill in the gaps with the appropriate verb from exercise III.

1. She has spent the last five years \_\_\_\_\_ her people`s history.
2. The new ramp \_\_\_\_\_ the entry of wheelchairs.
3. The role of scientists is \_\_\_\_\_ and describe the world, not to try to control it.
4. The under-18s \_\_\_\_\_ nearly 25% of the town's population.

5. Your rights and responsibilities \_\_\_\_\_ in the citizens' charter.
6. It's impossible \_\_\_\_\_ these results without knowing more about the research methods employed.
7. He \_\_\_\_\_ to escape through a window.
8. The author \_\_\_\_\_ no documentary references to support her assertions.
9. This machine \_\_\_\_\_ your heart rate.
10. He \_\_\_\_\_ the firm in 1978.

**V. Combine the words in column A with those in B to make word combinations. Make up your own sentences using them.**

A	B
1. give	a) one`s best
2. take	b) to trust
3. have	c) notes
4. grow	d) a great impetus
5. take	e) out a form / questionnaire
6. make	f) an equal opportunity
7. conduct	g) an effect on
8. provide	h) a look at
9. fill	i) a contribution
10. do	j) the survey

## **TEXT 11**

### **THE DIFFICULT CHILD**

#### **Read and translate the text.**

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home.

The moulded, conditioned, disciplined, repressed child — the unfree child, whose name is a Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is docile, prone to obey authority, fearful of criticism, and almost fanatical in his desire to be conventional and correct. He accepts what he has been taught almost without question; and he hands down all his complexes and fears and frustrations to his children.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet a life as possible. Hence, the importance attached to obedience, to manner, to docility.

The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to serve under a boss? How will they ever be able to exercise self-discipline?

To impose anything by authority is wrong. Obedience must come from within — not be imposed from without.

The problem child is the child who is pressured into obedience and persuaded through fear.

Fear can be a terrible thing in a child's life. Fear must be entirely eliminated — fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear.

The happiest homes are those in which the parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are

pals. Love can thrive. In other homes love is crushed by fear. Pretentious dignity and demanded respect hold love aloof. Compelled respect always implies fear.

The happiness and well-being of children depend on a degree of love and approval we give them. We must be on the child's side. Being on the side of the child is giving love to the child — not possessive love — not sentimental love — just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is the natural source of affection, the place where he can live with the sense of security; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of providing an affectionate background for childhood and adolescence has never been more important than it is today.

Child study has enabled us to see how necessary affection is in ensuring proper emotional development; and the stresses and strains of growing up in modern urban society have the effect of intensifying the yearning for parental regard.

The childhood spent with heartless, indifferent or quarrelsome parents or in a broken home makes a child permanently embittered. Nothing can compensate for lack of parental affection. When the home is a loveless one, the children are impersonal and even hostile.

Approaching adolescence children become more independent of their parents. They are now more concerned with what other kids say or do. They go on loving their parents deeply underneath, but they don't show it on the surface. They no longer want to be loved as a possession or as an appealing child. They are gaining a sense of dignity as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

For many years educators emphasized its harmlessness, even when thoughtful parents expressed doubt about letting their children have pistols and other warlike

toys. It was assumed that in the course of growing up children have a natural tendency to bring their aggressiveness more and more under control.

But nowadays educators and physicians would give parents more encouragement in their inclination to guide children away from violence of any kind, from violence of gun-play and from violence on screen.

The world famous Dr. Benjamin Spock has this to say in the new edition of his book for parents about childcare:

"Many evidences made me think that Americans have often been tolerant of harshness, lawlessness and violence, as well as of brutality on screen. Some children can only partly distinguish between dramas and reality. I believe that parents should flatly forbid programs that go in for violence. I also believe that parents should firmly stop children's war-play or any other kind of play that degenerates into deliberate cruelty or meanness. One can't be permissive about such things. To me it seems very clear that we should bring up the next generation with a greater respect for law and for other people's rights."

### **1. As you read the text:**

#### **a) Look for the answers to the following questions:**

1. What makes a child unhappy?
2. Why do you think, a child who, according to the text "sits at a dull desk at school" will later sit "at a duller desk in his office"? What is implied here?
3. Why do many adults attach such importance to obedience? Is it really in the child's interests?
4. What are the usual arguments put forward against giving more freedom to the child? Are the arguments well-founded?
5. Why is it wrong to pressure a child into obedience?
6. What kinds of fear does a child experience?
7. What kind of atmosphere is necessary for child's proper emotional development?
8. What new traits and habits emerge in adolescence?

9. How and why did Dr Spock's attitude change regarding the adolescents' games of war?
10. Why is it so dangerous for children to be exposed to violence?
11. How should the new generation be brought up?

**b) Summarize the text in three paragraphs specifying the following themes:**

1. The prime importance of home in the upbringing of children.
2. The negative and harmful role of fears in a child's life.
3. The impact of aggressive gun-play on children's character.

**2. Use the topical vocabulary in answering the following questions:**

1. What traits of character would you name as typical for a normal happy child?

Consider the following points with regard to his attitudes to:

- a) his family, parents;
  - b) the school, teachers, studies, rules and regulations;
  - c) his classmates;
  - d) his friends.
2. What traits of character would you consider prominent in a difficult child, a problem child? Consider the points given above.
  3. What traits of character are brought about by excessively harsh discipline and pressure?
  4. What traits of character would be brought about by lack of discipline and control, by pampering or permissiveness?
  5. How would you describe a good parent?
  6. What traits of a parent would you consider most favourable for a child?
  7. What are the dangerous symptoms of a problem child?
  8. What kind of parents' attitude may make a child irresponsive, and unable to cope with difficulties?
  9. Under what circumstances would a child grow confident, self-possessed, and able to cope with difficulties?

**3. Below there are the statements expressing different opinions. Imagine that you are expressing these opinions, try to make them sound convincing:**

1. The parents' permissiveness breeds contempt in children.
2. The child is born selfish and he will need the best part of his life to get over it.
3. Popularity and success in life seldom come to totally self-centered people.
4. Enjoying things is essential to a child's development.
5. True enjoyment comes mostly from using skills for real achievement.
6. Enjoyment may come not only from personal experience but also from passive enjoyment.

**4. Work in pairs or in small groups. Discuss problems of child upbringing outlined in the extracts below:**

1. Timidity is another common personal defect in children. A reasonable amount of timidity is normal enough. But some children are more fearful than others. Don't force the child to face his fears! Most children outgrow their timidity.
2. Selfishness. Many parents complain that their children are self-centered, never think of anyone but themselves. Have no sense of responsibility. Won't share things and so on... Selfishness is often prolonged in kids by parents who tend to make slaves of themselves for the children's benefit.
3. It is high time to stop being permissive to children. It is urgent to change your attitude and learn to take a stand and be tough in your love.

**5. Work in groups of three or four. Decide which of the following statements you agree or disagree with. Discuss these with the other members of your group. Be ready to report your discussion to other groups:**

1. There's never a problem child, there are only problem parents.
2. Anyone who expects quick results in child upbringing is an incurable optimist.
3. Under dictatorial control adolescents work submissively, show little initiative.

. Happiness may be defined as the state of minimal repression.

5. Healthy children do not fear the future, they anticipate it gladly.

6. The adults who fear that youth will be corrupted by freedom are those who are corrupt themselves.

**6. Pair work. Agree or disagree with the statements below. Be sure to provide sound arguments. Consider the following points and extend them whenever possible:**

1. Children are not supposed to have their opinion, but if they do, the adults ignore them.

2. The difference between a child and an adult amounts to achieving the state of independence.

3. The most painful time is adolescence with intense feelings, lack of confidence and rebellion against authority.

4. The essence of happiness is complete freedom from care.

5. Most adults think of their childhood as being most happy time.

## TEXT 12

### PARENTS ARE TOO PERMISSIVE WITH THEIR CHILDREN

#### NOWADAYS

##### 1. Read the text for obtaining its information.

Few people would defend the Victorian attitude to children, but if you were a parent in those days, at least you knew where you stood: children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since.

... The child's happiness is all-important, the psychologists say, but what about the parents' happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout ... Certainly a child needs love ... and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents' lives are regulated according to the needs of their offspring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

Children are hardy creatures (far harder than the psychologists would have us believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to

parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing line between permissiveness and sheer negligence is very fine indeed.

The psychologists have much to answer. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much ... Perhaps, there's some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

## **2. Answer the following questions:**

1. What are modern psychological ideas in the field of bringing up children?
2. Why do you think the author of the text rejects them?
3. The author regrets the fact that parents are not allowed "even to shout". Do you think that shouting can lead to understanding and is good when speaking with children? Would you say that anger does nothing but harm? Give reasons for your answer.
4. What's your attitude towards "good old-fashioned spanking" and physical punishment in general? Don't you regard it as the line of least resistance which is resorted to when a parent is just too exhausted to think of better ways of dealing with a child?
5. What is the result of the undermined parents' confidence in their own authority according to the author's point of view?
6. Do you think doing nothing with children is the best solution?
7. To what results can lax authority lead?
8. Do you think that children should always obey their parents? What about parents obeying their children to make them happy?
- . Would you agree with the author that extreme permissiveness is harmful for children and can result in negative development?

10. Two extremes discussed in the text do not seem to produce good effect. What do you think is important in order to have normal relations between parents and children? Is tolerance necessary?

**3. Find in the text the arguments the author gives to illustrate the following:**

1. impossibility to defend Victorian attitude to children;
2. parents' sufferings due to undermined confidence in authority;
3. harmful effect of excessive parents' permissiveness;
4. parents' decision to regulate lives according to children's needs;
5. parental laxity— dividing line between permissiveness and negligence;
6. people to blame.

**4. Try and preserve the wording of the original. Add your arguments as well.**

**5. Summarize the text in four paragraphs showing that love and care so important in the process of bringing up children is not the same as permissiveness and negligence.**

**6. What solution can you offer for the following problems?**

1. "To the average child his parents are kill-joys. They are always saying "No". No getting dirty, no jumping on the sofa, no running around naked, no hitting the little sister."
2. "Much more than a direct rebuke, sarcasm infuriates children. It makes them completely irrational and they direct all their energies to planning counter-attacks. They will be completely preoccupied with revenge fantasies. Sarcasm not only serves to deflate a child's standing in his own eyes but in the eyes of his friends as well."
3. "I don't like James to play with Paul next door. Paul uses very bad language, and James will pick it up. But Paul is James's best friend and he sneaks out and sees

him very often. So I lock him up in the bathroom as a punishment. Sometimes I deliberately don't speak to him for hours on end."

## TEXT 13

### THE EXPRESSIONS IN BOLD TYPE SHOW THE WAYS ENGLISH PEOPLE COMPLAIN.

Note them down. Be ready to act out the dialogue in class.

1. Read the following dialogue between Mrs. Brent and Mr. Alden, a teacher.

A: Would you like another cup of tea or something?

B: Well, no Thanks just the same.

A: **I am sorry to have to say this**, but what would our youngsters do without the youth centre? They'd be pretty lost, wouldn't they?

B: It's all right I suppose.

A: Er ... would you care to dance, Mrs. Brent?

B: Thank you ... but no. The music isn't of my generation. You know ... the generation gap. When I was young I'd never dared speak as our children do. Especially with a teacher present.

A: **We've got a bit of a problem here, you see**. It's part of my job to know people ... and especially young people ... as they are. And really the so-called generation gap is a myth you know. Teenagers aren't really so different. As a teacher I find them quite traditional in their attitudes.

B: **I'm sorry to disagree with you**, but look at the way they dress ... and their hair!

A: I don't think you get the point. Those things are quite superficial. But basically their attitudes are very similar to those of our generation.

B: **There is no excuse** for their language and you seem to approve of the kind of language we hear from our children.

A: Now, I didn't say that. Anyway the concepts of "approval" and "disapproval" tend to over-simplify matters. Every generation creates its own special language just as it creates its own styles in clothes and music.

B: **I'd like to point out** that the styles and habits of today's teenagers are so ... Well basically ... unacceptable.

A: You mean unacceptable to you. In fact their clothes are very practical and very simple.

B: I do wish you had a teenage son or daughter of your own, Mr. Alden.

A: But I have more contact with them. You see, we have regular discussions. You could come and sit in sometime if you like. And you'll realize I think how traditional their attitudes are.

## **2. Answer the following questions:**

1. What do you think of the problem of the generation gap?
2. Do you agree with all that is said in the dialogue? With which statements do you disagree?
3. What is Mrs. Brent complaining about? Are her complaints justified?

## **3. Role-Playing**

### The Sitting of the Teachers' Council

Situation: Teachers and other members of school personnel have gathered to discuss Oleg Ratnikov's behaviour. Oleg Ratnikov, a 14-year-old youth is a pupil of the 7th form. He is not only notorious in his school, but his name is also known to many people in the district where he lives. Oleg always has his own way. "Resents any advice. Talks back. Fights. Can tell lies. Seems to have lost interest in school. Quarrels with many classmates. Seems to be always to blame. The members of the teachers' council should decide whether suspension from school is the only solution or whether there are any other alternatives. Ratnikov's parents are invited.

Characters:

1. *Peter Ratnikov*, Oleg's father, aged 45, an engineer. Spends all his spare time inventing. Always busy. Rather clever, full of sarcasm. No real contact with his son. Thinks that problems of bringing up children are for school to solve. His only method of communication with his son is his belt or a raised voice. Demands absolute obedience.

2. *Anna Ratnikova*, Oleg's mother, aged 40, a librarian. Lives in some imaginary world of her favourite fictional characters. Very shy, with a mild character, a bit afraid of her husband, is under his thumb. Adores her son. Exaggerates his positive features (kindness, love for animals, ability to imagine, eagerness to help). Thinks all the rest are in the wrong.

3. *Elena Plavskaya*, aged 26, teacher of Russian Literature. Hates the boy. He is always "a pain in the neck", a real troublemaker. His language is awful. Sometimes you can barely understand what he says. His opinions are ridiculous. He makes fun of everybody, teachers included. Elena thinks it necessary to isolate Oleg, to prevent spreading his bad influence (shoulder-length hair, weird clothes, misbehaviour, etc.) on other pupils. Insists on Oleg's suspension from school.

4. *Rita Izmaiilova*, aged 50, teacher of History, dislikes the boy's behaviour and attitude towards school, her subject, and his classmates. Is irritated by his lack of discipline, responsibility and manners. Tries to analyse his feelings and to find an explanation for such behaviour. Finds his influence on the class disastrous in many respects. Is not quite sure, but thinks that Oleg's suspension from school and further practical training will do more good for the boy than his staying on at school.

5. *Andrey Pavlov*, aged 45, a teacher of Biology, school Head Teacher. Has seen many cases of the type. Rather likes the boy, his devotion to his lessons, the interesting questions he asks. Thinks that Oleg is passing through a difficult period of his life. Is sure that he will get over it. Certainly he often behaves strangely, his moods are always changing. It irritates both adults and classmates. In A. Pavlov's opinion Oleg needs more contact with his father. Thinks that Oleg has ambitions. Isn't it possible to give him some real responsibility? Oleg may rise to it.

6. *Zoya Zubina*, aged 22, a psychologist, a university graduate having just begun working. Thinks that parents and teachers must remember that Oleg is "shedding the dependence of childhood and entering into adulthood", where he has to be on his own. The thing to do is just to do nothing. You'll find that very difficult indeed: it requires a lot of will-power and tolerance. Make Oleg feel that you

are **behind** him not **after** him. He certainly needs your presence, but doesn't want you to live his life for him. Help him — but stay in the background. Suspension from school is out of the question.

Note: The group of students is divided into two teams, each of which performs the same role play. While discussing Oleg's problems, try to understand each other's point of view, ask questions. Try and find the reasons for Oleg's behaviour. Disagree with some of the participants of the council sitting, support others' points of view, defend your opinion. Complain about some of Oleg's actions. At the end you should come to the conclusion as to whether or not to suspend Oleg from school. Comments from the class on each team's performance and the value of the different arguments are invited.

**4. Group discussion. Give your own views on the problems below and speak in rebuttal of your opponent. If possible make complaints about certain points.**

Topic 1. Youth clubs

Talking points:

1. Links between educational establishments and youth club activities.
2. Aims of a youth club.
3. Activities to be encouraged in a youth club.
4. Qualities for a youth club leader.
5. Membership.
6. The ways a youth club can interest a group of 16-year-olds with no apparent interests of their own.

Topic 2. Children's interest in school

Talking points:

1. Preliminary home preparation in reading, writing counting.
2. Proper climate at home.
3. Possibility of blaming teachers, school administration; criticism when children are present.

## **TEXT 14**

### **THE YOUNGER GENERATION KNOWS BEST**

#### **1. Read the following text:**

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have more money to spend and enjoy their freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Ever new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned or threatened. And this is precisely what the young are doing. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work better if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear dull grey suits and short haircuts? If we turn our minds to more serious matters, why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the rat-race? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old — if they are prepared to admit it — could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not "sinful". Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your lei-sure; to shed restricting

inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

(From: "For and Against" by L.G. Alexander)

**2. Find in the text its leading ideas and present them in the form of clear-cut statements.**

**3. Find in the text statements with which you agree; with which you disagree. Explain your attitude.**

**4. Study the counter-arguments to the text you have read and discuss the problems raised in class using both the arguments of the text and the counter-arguments that follow.**

- (The group should be as usual divided into two parts, one part supporting the cause of the young and the other that of the older generation.)
- The young do not seek responsibility: they evade it.
- They are not interested in important questions; avoid involvement: *e.g.* major political issues, etc.; they lack noble ideals.
- They want expensive clothes, cars, etc. without working for them.
- The young should be grateful to the older generation.
- The older generation bequeathed peace and freedom which the young enjoy.
- The older generation provides the young with good education, money to spend.
- The older generation fought World War II, faced difficult, sometimes tragic problems. The young have had everything easy.
- The young cling to passing fashions: clothes, pop-music, and rock-music. The modern phenomenon is mass hysteria.

- Too much permissiveness leads to immorality when normal moral standards are labelled as "inhibitions".
- Appearance of many young people is unpleasant: too long unkempt hair, dirty clothes, and unwashed bodies.

**5. Tell the class what *you* think about the parent-child relationship. What should it be like? What is the way to achieve a perfect mutual understanding?**

## **TEXT 15**

### **CHILDHOOD IS CERTAINLY NOT THE HAPPIEST TIME OF YOUR LIFE**

#### **1. Read the text**

It's about time somebody exploded that hoary old myth about childhood being the happiest period of your life. Childhood may certainly be fairly happy, but its greatest moments can't compare with the sheer joy of being an adult. Whoever asked a six-year-old for an opinion? Children don't have opinions, or if they do, nobody notices. Adults choose the clothes their children will wear, the books they will read and the friends they will play with. Mother and father are kindly but absolute dictators. This is an adult world, and though children may be deeply loved, they have to be manipulated so as not to interfere too seriously with the lives of their elders and betters. The essential difference between manhood and childhood is the same as the difference between independence and subjection.

For all the nostalgic remarks you hear, which adult would honestly change places with a child? Think of the years at school: the years spent living in constant fear of examinations and school re-ports. Every movement you make, every thought you think is observed by some critical adult who may draw unflattering conclusions about your character. Think of the curfews, the martial law, the times you had to go to bed early, do as you were told, eat disgusting stuff that was supposed to be good for you. Remember how "gentle" pressure was applied with remarks like "if you don't do as I say, I'll..." and a dire warning would follow.

Even so, these are only part of a child's troubles. No matter how kind and loving adults may be, children often suffer from terrible, illogical fears which are the result of ignorance and an inability to understand the world around them. Nothing can equal the abject fear a child may feel in the dark, the absolute horror of childish night-mares. Adults can share their fears with other adults; children invariably face their fears alone. But the most painful part of childhood is the period when you begin to emerge from it: adolescence. Teenagers may rebel violently against parental authority, but this causes them great unhappiness. There

is a complete lack of self-confidence during this time. Adolescents are over-conscious of their appearance and the impression they make on others. They feel shy, awkward and clumsy. Feelings are intense and hearts easily broken. Teenagers experience moments of tremendous elation or black despair. And through this turmoil, adults seem to be more hostile than ever.

What a relief it is to grow up. Suddenly you regain your balance; the world opens up before you. You are free to choose; you have your own place to live in and your own money to spend. You do not have to seek constant approval for everything you do. You are no longer teased, punished or ridiculed by heartless adults because you failed to come up to some theoretical standard. And if on occasion you are teased, you know how to deal with it. You can simply tell other adults to go to hell: you are one yourself.

*(From: "For and Against" by L.G. Alexander)*

**2. Formulate the central problem of the text. By what arguments does the author support it? Do you agree with them?**

**3. Debate the major points of the text either in pairs or in teams. Use the arguments and counter-arguments below.**

***For***

- A happy childhood is a myth.
- Children have no right to opinions of their own; adults choose their clothes, books, even friends.
- The children are manipulated by the grown-ups so as not to interfere with them.
- The difference between manhood and childhood is the difference between independence and subjection.
- The years of school are hard: homework to prepare every day, examinations to take, lack of understanding on the part of the teachers.

- The grown-ups are tyrants: the everlasting "don't-do-that's" and "do-as-I-tell-you's" are hard to bear.
- Children are vulnerable; they suffer from the ignorance of the world around them, from unreasonable fears, nightmares faced alone.
- Adolescence is the most painful time: lack of self-confidence; over-consciousness of one's appearance; shyness and diffidence.
- Adolescence is the time of intense, sometimes violent feelings which may lead to unpredictable actions.
- An adolescent may feel himself alone in what seems to him a hostile adult world.

### ***Against***

- Childhood means complete freedom from care, responsibility, social and economic pressures. Isn't it happiness? By comparison, adults are anxiety-ridden, tired, worried.
- Adults have to choose everything for their children who don't know anything about the surrounding world and so cannot choose for themselves. Of course, a grown-up woman knows more about good taste in clothes than her adolescent daughter and can advise her better than her teenage friends. As to choosing friends, it is the parents' duty to protect their children from bad influence.
- Children *should* be manipulated so as not to interfere with the elders who have lives of their own to live.
- Children *cannot* be "independent": first, they are dependent on their parents for food, clothes, place to live in, education, entertainments. Second, they are spiritually dependent on their parents because their own spiritual values are yet unformed.
- Going to school every day and doing homework may be heavy tasks for a child. But is there nothing to say for the sheer joy of acquiring knowledge? Are there no good, understanding teachers whom one remembers all through one's life?

- As to "tyrants", what about children who harass their bewildered parents with constant demands for expensive clothes, motor-cycles, luxury holidays, etc., without stirring a finger to earn at least part of the money for all these things?
- Childhood is the incomparable joy of discovering the world for the first time. All things around are full of colour and life which we nostalgically miss in our adult life.
- Adolescence is the spring of adult life, of the first awakening of "grown-up" feelings, romantic dreams, hopes and plans for the future. No matter how painful the process of growing up may be, the young are secretly sure that something wonderful is in store for them.
- Adolescents have moments of intense happiness never recaptured in adult life.
- Friendships formed in adolescence sometimes, last through all life. It's people with whom you made friends when very young who understand you best.

#### **4. Arrange discussions and round-table talks on the following.**

- The generation gap: myth or reality?
- The teacher's choice: permissiveness or authority?
- Is it *really* so hard to be young?
- The problems of the young: low incomes, housing problems, lack of entertainments, etc.
- Juvenile delinquency. Who is to blame: family? school? street? social conditions?
- The terrible maladies of the young: early alcoholism, drug-taking, sexual promiscuity. What's to be done?

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