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Отделение педагогики



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**Программа дисциплины**

Английский язык в профессиональной коммуникации Б1.В.ДВ.15

Направление подготовки: 44.03.05 - Педагогическое образование (с двумя профилями подготовки)

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## **Содержание**

1. Цели освоения дисциплины
2. Место дисциплины в структуре основной образовательной программы
3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля
4. Структура и содержание дисциплины/ модуля
5. Образовательные технологии, включая интерактивные формы обучения
6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов
7. Литература
8. Интернет-ресурсы
9. Материально-техническое обеспечение дисциплины/модуля согласно утвержденному учебному плану

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## 1. Цели освоения дисциплины

Основной целью курса является повышение уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение бакалаврами необходимым уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Наряду с практической целью данный курс ставит образовательные и воспитательные цели: повышение уровня общей культуры и образования студентов, культуры мышления, общения и речи.

Задачами курса являются подготовка студентов к использованию английского языка как средства межкультурной коммуникации и средства профессиональной деятельности.

В задачу практического овладения языком входит формирование навыков и умений самостоятельно работать с документами и специальной литературой на английском языке с целью получения профессиональной информации, поддержания профессиональных контактов и ведения исследовательской работы

## 2. Место дисциплины в структуре основной образовательной программы высшего профессионального образования

Данная учебная дисциплина включена в раздел " Б1.В.ДВ.15 Дисциплины (модули)" основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) и относится к дисциплинам по выбору. Осваивается на 5 курсе, 9, 10 семестры.

Данная дисциплина является обязательной составляющей базового цикла всех направлений подготовки бакалавра. Иностранный язык является важнейшим инструментом успешной межкультурной коммуникации и необходимым средством обмена информацией в глобальном масштабе, что делает его неотъемлемой частью подготовки конкурентоспособного специалиста

любого профиля.

## 3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-4 (общекультурные компетенции)	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОК-5 (общекультурные компетенции)	способностью работать в команде, толерантно воспринимать социальные, культурные и личностные различия
ОК-6 (общекультурные компетенции)	способностью к самоорганизации и самообразованию

Шифр компетенции	Расшифровка приобретаемой компетенции
ПК-10 (профессиональные компетенции)	способностью проектировать траектории своего профессионального роста и личностного развития

В результате освоения дисциплины студент:

1. должен знать:

- Знать основы грамматической системы иностранного языка
- Знать лексический минимум, необходимый для работы с англоязычными текстами в процессе профессиональной деятельности

2. должен уметь:

- Уметь вести диалог/полилог в рамках повседневного общения
- Уметь читать англоязычную литературу с целью поиска информации из зарубежных источников

3. должен владеть:

- Владеть языком на уровне, достаточном для межличностного общения и базовой профессиональной деятельности
- Переводить тексты по специальности

4. должен демонстрировать способность и готовность:

- владеть идиоматически ограниченной речью, а также освоить стиль нейтрального научного изложения;
- владеть навыками разговорно-бытовой речи (нормативным произношением и ритмом речи) и применять их для повседневного общения;
- понимать устную (монологическую и диалогическую) речь на бытовые и специальные темы; - активно владеть наиболее употребительной (базовой) грамматикой и основными грамматическими явлениями, характерными для профессиональной речи;
- знать базовую лексику общего языка, лексику, представляющую нейтральный научный стиль, а также основную терминологию своей широкой и узкой специальности;
- читать и понимать со словарем специальную литературу по широкому и узкому профилю специальности;
- владеть основами публичной речи - делать сообщения, доклады (с предварительной подготовкой).
- участвовать в обсуждении тем, связанных со специальностью (задавать вопросы и отвечать на вопросы);
- владеть основными навыками письма, необходимыми для подготовки публикации, тезисов и ведения переписки;
- иметь представление об основных приемах аннотирования, реферирования и перевода литературы по специальности

#### 4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 4 зачетных(ые) единиц(ы) 144 часа(ов).

Форма промежуточного контроля дисциплины отсутствует в 9 семестре; зачет в 10 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);  
 55-70 баллов - "удовлетворительно" (удов.);  
 54 балла и менее - "неудовлетворительно" (неуд.).

#### 4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

##### Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. Intelligence	9		0	6	0	Устный опрос Письменная работа
2.	Тема 2. Creativity	9		0	6	0	Устный опрос Письменная работа
3.	Тема 3. Imagination	9		0	6	0	Устный опрос Письменная работа
4.	Тема 4. Memory and Attention	9		0	6	0	Устный опрос Письменная работа
5.	Тема 5. Emotions	9		0	6	0	Устный опрос Письменная работа
6.	Тема 6. Theories of Personality	9		0	6	0	Научный доклад Письменная работа
7.	Тема 7. Depression	10		0	6	0	Устный опрос Письменная работа
8.	Тема 8. Motivation	10		0	6	0	Устный опрос Письменная работа
9.	Тема 9. Temperament	10		0	6	0	Устный опрос Письменная работа
10.	Тема 10. Character	10		0	6	0	Устный опрос Письменная работа

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
11.	Тема 11. Abilities	10		0	6	0	Устный опрос Письменная работа
12.	Тема 12. Language	10		0	6	0	Научный доклад Письменная работа
	Тема . Итоговая форма контроля	10		0	0	0	Зачет
	Итого			0	72	0	

## 4.2 Содержание дисциплины

### Тема 1. Intelligence

**практическое занятие (6 часа(ов)):**

Reading - INTELLIGENCE: WHAT IS IT? Grammar - The Infinitive

### Тема 2. Creativity

**практическое занятие (6 часа(ов)):**

Reading - CREATIVITY Grammar - The Participle

### Тема 3. Imagination

**практическое занятие (6 часа(ов)):**

Reading - IMAGINATION Grammar - The Gerund

### Тема 4. Memory and Attention

**практическое занятие (6 часа(ов)):**

Reading - MEMORY AND ATTENTION Grammar - The Sequence of Tenses

### Тема 5. Emotions

**практическое занятие (6 часа(ов)):**

Reading - EMOTIONS Grammar - Indirect Speech

### Тема 6. Theories of Personality

**практическое занятие (6 часа(ов)):**

Reading - THEORY OF PERSONALITY Grammar - The Subjunctive Mood

### Тема 7. Depression

**практическое занятие (6 часа(ов)):**

Reading - DEPRESSION Grammar - Conditional sentences

### Тема 8. Motivation

**практическое занятие (6 часа(ов)):**

Reading - MOTIVATION Grammar - Modal verbs

### Тема 9. Temperament

**практическое занятие (6 часа(ов)):**

Reading - TEMPERAMENT Grammar - MAY/MIGHT

### Тема 10. Character

**практическое занятие (6 часа(ов)):**

Reading - PSYCHOLOGY AND CHARACTER Grammar ? MUST

## Тема 11. Abilities

### практическое занятие (6 часа(ов)):

Reading - CAPACITIES OF THE NEWBORN Grammar - SHOULD, OUGHT TO

## Тема 12. Language

### практическое занятие (6 часа(ов)):

Reading - LANGUAGE Grammar - The Emphatic Sentences

## 4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. Intelligence	9		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
2.	Тема 2. Creativity	9		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
3.	Тема 3. Imagination	9		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
4.	Тема 4. Memory and Attention	9		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
5.	Тема 5. Emotions	9		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
6.	Тема 6. Theories of Personality	9		подготовка к научному докладу	3	Научный доклад
				подготовка к письменной работе	3	Письменная работа
7.	Тема 7. Depression	10		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос



N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
8.	Тема 8. Motivation	10		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
9.	Тема 9. Temperament	10		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
10.	Тема 10. Character	10		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
11.	Тема 11. Abilities	10		подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	3	Устный опрос
12.	Тема 12. Language	10		подготовка к научному докладу	3	Научный доклад
				подготовка к письменной работе	3	Письменная работа
	Итого				72	

## 5. Образовательные технологии, включая интерактивные формы обучения

Освоение дисциплины 'Английский язык в профессиональной коммуникации' предполагает использование как традиционных (практические занятия с использованием методических материалов), так и инновационных образовательных технологий с использованием в учебном процессе активных и интерактивных форм проведения занятий: выполнение ряда практических заданий с использованием профессиональных программных средств создания и ведения электронных баз данных; мультимедийных программ, включающих подготовку и выступления студентов на семинарских занятиях с фото-, аудио- и видеоматериалами по предложенной тематике. ЭОРы, SANAKO

## 6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

### Тема 1. Intelligence

Письменная работа , примерные вопросы:



Put a suitable word from the box above into each gap. 1. \_\_\_\_ eye reflex is the contraction of a shaded pupil (зрачок) when the other pupil is stimulated by light. 2. The process of forming an idea or judgement which is applicable to an entire class of objects, people, or events is called \_\_\_\_ 3. Spearman's theory of mental abilities postulates that every test requires a certain amount of general ability and a certain amount of \_\_\_\_ ability. 4. Common sense and observation \_\_\_\_ that there are definite differences between mental capabilities of children and those of adults. 5. The right hemisphere of the brain is the control centre \_\_\_\_ in intuition, extrasensory perception, attitudes and emotions, visual and spatial relationships, music, rhythm, dance, physical coordination and activity, synthesis, and divergent thinking processes. 6. There is every \_\_\_\_ that highly creative and highly intelligent individuals function with good balance in development and interaction between the two halves of the brain. 7. Educationists speak about the \_\_\_\_ influence of television which may have both harmful and beneficial effect on teenagers. Translate the following word combinations into English using your active vocabulary. Охлаждение чувств; отказ рабочих от работы из-за низкой оплаты; психическое заболевание; охлаждать дружбу Быть в стороне от волнений; держаться отчужденно; уйти от мира Отличительная черта хорошего студента; объяснять успех упорным трудом Приписывать авторство Пушкину Аутистическое мышление; аутистическая память, детский аутизм Средняя продолжительность жизни; средние способности; работать в среднем 7 часов в день Производительность труда; работоспособность; приспособляемость; объем памяти Температурный листок; таблица цветов При данных обстоятельствах; обстоятельства [условия] жизни; изменить обстоятельства Окончить третий курс; быть совершенно удовлетворенным ответом; завершение образования Подтвердить назначение; утвердить решение; укоренившаяся привычка; закоренелый пьяница Степень свободы; постепенно; в большей или меньшей степени; научная степень; получить диплом психолога Природа наделила его большой физической силой; у него много дарований [танентов] Испытание на воздействие внешней среды; разоблачение лжи; подвергать воздействию холода; подвергаться влиянию дурной компании Руководить чужой л. исследовательской работой; руководствоваться чувством долга; профориентация; для сведения и руководства Обладать [сохранять] терпением; владеть собою; одержимый гневом Направлять больного к специалисту; рекомендовать студентам книги Справляться у специалистов; ссылаться на других авторов; сноска; библиография Создать лабораторию; вводить новые правила. Translate the following sentences into Russian paying attention to your active vocabulary. 1. She was alienated from her friend by his foolish behavior. 2. He never thought that the quarrel would result in their complete alienation. 3. Childhood deprivation, parents' neglect and a lack of friends contributed to his mental alienation. 4. To be accepted by your peers you should behave differently, you shouldn't keep coldly aloof. 5. Your icy aloofness makes others avoid any contact with you. 6. The boy is apparently an autistic child, who is extremely preoccupied with his own thoughts and fantasies. 7. I would attribute his inadequate behavior at yesterday's meeting to his bad temper and lack of patience. 8. Apparently, we can attribute his achievements and success to hard work and industry. 9. Capacity is the full power of an individual in respect to any function. 10. Capacity is dependent upon native endowment and favorable environmental conditions for its optimal development.

Устный опрос , примерные вопросы:

Speak about intelligences that you lack. What activities do you consider useful to develop? You are welcome to mention activities omitted here. Work in groups and discuss the following problems. ?there are people with some highly developed specific abilities, whose overall intelligence is below the average; ?one should differentiate intelligence from intelligent behavior; ?people with a higher level of intelligence are more successful in life Choose one of the following topics connected with intelligence and prepare a report on it. 1. Intelligence and intelligent behavior 2. History of intelligence tests 3. Measuring intelligence 4. Autism and intelligence 5. Intelligence types 6. Age and intelligence 7. An outstanding psychologist who was engaged in the study of intelligence 8. Unsolved and disputable problems connected with intelligence 9. An intelligence test (its description and administration)

## Тема 2. Creativity

Письменная работа , примерные вопросы:

Guess the meaning and give the appropriate translation of the English terminological word combinations. involvement: ego ~, emotional ~, group ~, organismic ~, social ~, affective ~, motivational ~ creative: ~ work, ~ thinking, ~ personality, ~ abilities, ~ power, ~ frustration disturbance: acoustic ~, coordination ~, emotional ~, functional ~, motor ~, personality ~, physiological ~, systemic ~, visual ~, consciousness ~, ~ of growth, ~ of mind evaluation: objective ~, subjective ~, job ~, training ~, anticipatory ~ confusion: laterality ~, mental ~, size age ~assessment: clinical ~, physiological ~, computer assisted ~, judgement ~, medical ~, faulty ~, intelligence ~, reliability ~, priority ~, ~ of ability tolerance: stress ~, error ~, acquired ~, affective ~, ambiguity ~, anxiety ~, frustration ~, human ~, increased ~, mental ~, subjective ~ obsession: impulsive ~, masked ~, somatic ~ B.Convey the meaning of some terms in your own words. Fill in the columns with the proper derivatives of the following words whenever possible. Verb Noun Adjective Adverb evaluate ? ? ? ? inventive ? ? involvement ? ? ? ? tolerant ? ? single minded ? ? venturesomeness ? ... obsess ? ? ? evolve ? ? ? B.Put a suitable word from the box above into each gap. 1.Due to friendly environment and efficient teaching, he managed to \_\_\_\_ new talents. 2. Only when the novel idea found its application did it become possible to \_\_\_\_ the full significance of the discovery. 3. Second year psychology students got \_\_\_\_ in working with problem children. 4. Fear to fail has become an \_\_\_\_ with me. 5. I would rely on him. He is so \_\_\_\_ that he is certain to find a way out of the difficulty. 6. I can?t \_\_\_\_ his interference in my affairs. 7. He is trying to achieve his goal so stubbornly, \_\_\_\_and \_\_\_\_ that, undoubtedly, he?ll succeed. 8. Being a man of enterprise he \_\_\_\_ to establish a new laboratory to investigate the phenomenon.

Устный опрос , примерные вопросы:

Work in pairs and discuss with your partner ?why there is growing interest in the problem of creativeness ?in what spheres of life creative people are in great demand ?whether school encourages or discourages creative thinking and how Express your opinion about how our school and University cultivate students? creativeness. Discuss with your partner and be ready to say a few words on what is meant by ?creative process?. Scan the text below and find ?the names of four stages in the creative cycle; ?the main task at the preparatory stage and the way it is carried out; ?the reason why the incubation period is essential; ?the main distinguishing feature of the inspiration stage; ?verification as an indispensable part of the creative process. THE CREATIVE PROCESS Psychologists and teachers alike have long been intrigued by the processes of creative thought and after many years have little more than a handful of speculations. The most popular method of investigation has been the study of famous men of literature, science, and mathematics, using biography and interview. Graham Wallas, after studying Helmholtz and Poincare, recognized four stages in the creative cycle, namely, preparation, incubation, inspiration (or illumination) and verification. Preparation The forerunner of the preparatory stage is the ability to spot a problem. The existence of a problem often excites and obsesses the creative mind so much that it becomes restless and disturbed. Preparation then takes place and involves a detailed investigation of all the possibilities surrounding the problem from reading, discussing and questioning to making notes and trying out solutions. Incubation Following a period of deliberate activity in search of evidence and solutions comes a time when no conscious effort is made. This incubation period may be short or very extensive. Some authors in both arts and science have remarked on the time it sometimes takes for the germ of an idea to take shape. We have no idea what goes on during this period, but speculation has it that ideas are ?worked on? at a subconscious level to reform and evolve new combinations of ideas. Inspiration This is the sudden flash of insight we all experience when a confusion of ideas suddenly takes shape. Sometimes it happens after sleep, during a walk or in the bath (Archimedes). Tchaikovsky, in a letter to his patron, Frau von Merck, describes his fourth symphony and makes a general comment about creative inspiration: ?As a rule the germ of work appears suddenly and unexpectedly. If the soil is fertile ? that is to say, if the composer is suitably disposed ? the seed takes root, rapidly shooting the stem, leaves and finally blossom?. We have here a classical example of the inspiration stage. Verification Having bright ideas is one thing: they then require confirmation. Often the creator is fairly convinced of the veracity of the solution long before he or she puts it to the test. But there follows a stage of active revision, expansion and correction. We see from this creative cycle that creativity is rarely, if ever, an event which happens over coffee. There is usually a time consuming, tenacious and detailed period of mental activity. The inescapable conclusion from Wallas?s work is that creative output needs time and effort.

### Тема 3. Imagination

Письменная работа , примерные вопросы:

Make up questions to the following answers. 1. \_\_\_\_\_  
Imagination is the mental capacity for experimenting, constructing, or manipulating ?mental imagery?. 2. \_\_\_\_\_ The topic had become quite unfashionable in philosophical circles by the mid twentieth century.  
3. \_\_\_\_\_ His viewpoint soon became widely accepted.  
4. \_\_\_\_\_ Such imagining seems to be more closely akin to sup posing than to visualizing. 5. \_\_\_\_\_ The traditional imagery centered theories of cognition had come into question for quite different reasons.  
6. \_\_\_\_\_ Things changed somewhat in the 1960s, early 1970s. 7. \_\_\_\_\_ Current theories of image formation hardly aspire to the central place in cognitive theory.  
8. \_\_\_\_\_ We are not conscious of our thought processes as such. 9. \_\_\_\_\_ All conscious mental contents are imaginal/perceptual in character. 10. \_\_\_\_\_ Imagination will be taken seriously. Find the following terms in the text and convey their meaning in your own words. Cognitive, compel, connotation, framework, instigator, pave, rehearse, in virtue, quasi perceptive, indispensable. Put the words from the following list into the gaps making changes whenever necessary. To aspire, instigator, relevance, to pave, to rehearse, cognitive, vicinity, indispensable, to imply, diverse 1. Psychologists who take \_\_\_\_\_ components approach focus on just such underlying mental process. 2. Aristotle expected images to play a central or even \_\_\_\_\_ role in human cognition. 3. Here you can \_\_\_\_\_ the possibilities, map out plans, and visualize overcoming obstacles. 4. Being in our \_\_\_\_\_ he was ready to attack us. 5. These theories \_\_\_\_\_ that actually spoken language is representationally basic. 6. The question is if all of these \_\_\_\_\_ sorts of mental act could be the results of the operation of a single mental faculty. 7. Their \_\_\_\_\_ to explain conscious thought would seem to be indirect. 8. A scientific account of consciousness may thus \_\_\_\_\_ the way for imagination to be taken seriously. 9. John B. Watson was the influential \_\_\_\_\_ of the Behaviorist movement in psychology. 10. Current theories of image formation hardly \_\_\_\_\_ to the central place in cognitive theory. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) inception, akin, various, to appear, not new, compulsory, to practice, guess, beginning, conjecture, diverse, trite, indispensable, to rehearse, like, de sire, deep thought, to emerge, contemplation, aspi ration; b) relevance, to disappear, confirmation, irrelevance, to emerge, conjecture, to hide, concurrent, to de bunk, sequential.

Устный опрос , примерные вопросы:

Translate the following abstracts about imagination and give your opinion on them. We all know about the five senses everyone possesses (provided they are not unfortunate enough to be either blind or deaf). There is also the sense of balance which some scientists say is not a sense but I always include as another of our vital animal senses. Around forty thousand years ago the culmination of billions of years of the evolution of life forms was occurring in the brains of the Homo Sapiens species. This "final evolution" created a powerful new brain that allowed human beings to become aware of the wonders that surrounded them. A whole new world had opened up for people! We had become "imaginative beings". It was our "seventh sense". This "seventh sense" has opened a whole new world for mankind to enjoy. It has allowed mankind to reach out beyond the very narrow animal world into a vast new universe to "see" the wonders of nature. We share our other senses: sight, smell, hearing, feeling, taste, and balance with the other animals. These are the senses that are vital for animal survival. They are the vital contacts between the physical body and the environment that surrounds it. They tell us what is happening to our body and about our immediate surroundings. They tell us whether we are in danger, our spatial orientation, whether we are hot or cold, if the food is good or bad, sweet or sour. They help us hunt for food (see, smell, listen). They warn us if another predatory animal in our vicinity is ready to attack us. All these senses are extremely vital for our well being and survival. We could not survive without them. We share these six senses with all other animals. They are our "animal senses". Humans have all these senses, although they may not be as keen as some of the other animals. We may not be able to see as good as an eagle and our nose is not as sensitive as a bloodhound, but our animal senses are sufficient for our survival. Humans, as well as all the other animals have the six senses, necessary to carry their style of life. The higher animals also have a limited imagination enough, so that they may survive and prosper, but that's about all. In addition to the animal senses, nature has bestowed a very special "seventh sense" on human beings. It is an immensely powerful imagination. It is not a vital gift, it is a special gift. "Human imagination" has allowed mankind to climb from the valley of the ordinary to the peak of the mountain, where all of nature's wonders lie before it. It elevated the human race to a quantum level above all other animals. It allows us to "see" deep into the secrets of nature, to think abstract thoughts, to associate marks on a paper with objects and profound ideas of other human beings, to communicate verbally with other people, to create and listen to beautiful music. (The other animals can also hear music, but they cannot appreciate or comprehend its meaning or richness of its rhythms and melodies). It has increased our cognitive powers enormously. We can look at a collection of colors dabbed on a canvas and perceive it as a beautiful painting, a work of art. It allows us to "see" into the past and project into the future. It allows us to perceive the beauty of God's creativity. It has allowed mankind to create and progress over the ages. It allows us to "see" things that no other animal can. No other animal has this "imaginative power". It is strictly a human sense. This "seventh sense", "Human Imagination" had created the "Mind" of mankind!

Choose one of the following topics connected with imagination and prepare a report on it.

1.Imagination in our life. 2.Different kinds of imagination. 3.Our "seventh sense". 4.Imagination, perception, and mind.

#### **Тема 4. Memory and Attention**

Письменная работа , примерные вопросы:



Make up questions to the following answers. 1. The process of memory overlaps the processes of perception and consciousness. 2. Storage is the second step in memory. 3. Information is placed into short term memory when an individual attends to a stimulus. 4. We think about the meaning of information. 5. Maintenance rehearsal and elaborative rehearsal. 6. Elaborative rehearsal moves information into long term memory. 7. Procedural memory permits retention of stimulus response connections, response chains, and general adaptive responses to environmental events. 8. Effortful performances often interfere with concurrent cognitive processing. Guess the meaning and give the appropriate translation of the following English terminological word combinations. memory: collective ~, constructive ~, image ~, musical ~, unconscious ~, inherited ~; attention: distracted ~, narrow ~, primary ~, visual ~, selective ~, undistracted ~; modality: auditory sense ~, cold sense ~, odor sense ~, pain sense ~, tactual sense ~, visual sense ~; disorder: functional ~, nervous system ~, perceptual ~, personality ~, speech ~, vision ~, voice ~; interference: associative ~, habit ~, reproductive ~, social ~; suppression: conditioned ~, monocular ~; decay: moral ~, temporal ~, ~ of sensation; phenomenon: acoustic ~, arousal ~, mental ~, psychophysic ~. Put the words from the following box into the gaps making necessary changes. Procedural memory, short term memory, rehearsal, sensory memory, to recall, retroactive interference, attention, retention, chunking, memory 1. We cannot process the meaning of something without \_\_\_\_\_. 2. Ability \_\_\_\_\_ is affected by encoding, retention and retrieval processes. 3. The interval between encoding and retrieval is \_\_\_\_\_. 4. There are two kinds of \_\_\_\_\_ and only one kind is likely to encode information into long term memory. 5. \_\_\_\_\_ has a limited capacity. 6. By \_\_\_\_\_ individual letters into seven meaningful words, you can easily keep this information active. 7. Short term memory refers to the process of attending to information in \_\_\_\_\_. 8. Power of keeping facts in conscious mind is called \_\_\_\_\_. 9. You can perform a skill, even if you have not engaged in it for many months or years, by recalling the knowledge from \_\_\_\_\_. 10. When the new information interferes with the previously learned one, it is called \_\_\_\_\_. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) occurrence, solely, chunk, to recall, firmness, happening, to distract, piece, to practise, cluster, to retrieve, only, to suppress, to divert, group, rigor, to destroy, to rehearse; b) encoding, inaccuracy, long term memory, to decrease, decoding, to capture, to enlarge, to remember, retroactive interference, short term memory, rigor, to distract, to forget, proactive interference.

Устный опрос , примерные вопросы:

Here is the flowchart for the theory of memory. Describe the process of memory and fill in the table. Environmental stimuli SENSORY MEMORY (SM) Attention SHORT TERM MEMORY (STM) Elaborative Retrieval rehearsal LONG TERM MEMORY (LTM) Comment on the following poorly understood, but important questions. Impact of interruptions. Some work includes numerous interruptions. The effect of these on memory has rarely been studied. The length of the interruption is not very important, but similarity of material processed is. Other memorial tasks. Most of the literature concerns simply learning a list and then recalling it sometime later. Much work related to memorial tasks involves remembering some piece of information for a short period of time, then replacing it with some similar piece of information. Support for memory. Most of the literature is about processes and architectures of memory, but our human interest is in preventing the need of memory and providing support for memory tasks. Little is known how to do this, except from common sense. Choose one of the following topics connected with memory and attention and prepare a report on it. 1. Different kinds of memory. 2. Stages of memory storage. 3. Retrieval and forgetting. 4. Memory and attention.

## Тема 5. Emotions

Письменная работа , примерные вопросы:

Guess the meaning and give the appropriate translation of the following English terminological word combinations. emotion: abstract ~, aggressive ~, ambivalent ~, innate ~, induced ~, defensive ~, expressed ~, primary ~, acquired ~, specific ~, secondary ~, conditioned ~ feeling: subjective ~, sex ~, religious ~, disagreeable ~, social ~, human ~, guilt ~, we ~, ~ tone, ~ type, ~ of isolation, ~ of uneasiness, ~ of unreality, inferiority ~ emotional: ~ control, ~ disorder, ~ expression, ~ immaturity, ~ instability, ~ state, ~ pattern, ~ response, ~ support, ~ tension, ~ tone motivation: secondary ~, group ~, moral ~, unconscious ~, primary ~, positive ~, sexual ~, specific ~, universal ~, goal directed ~, conscious ~, ~ to avoid failure, ~for success primary: ~ emotion, ~ data, ~ attention, ~ drive, ~ group, ~motivation, ~ position, ~ quality, ~ reinforcement, ~reward, ~ diagnosis, ~ factor basic: ~ conflict, ~ anxiety, ~ need, ~ personality, ~ skills, ~ category, ~ mistake, ~ research, ~ rule reaction: cognitive ~, psychological ~, physiological ~, behavioral ~, defense ~, evoked ~, inherent ~, vegetative ~, vasomotor ~, neurotic ~, neutral ~, total ~, delayed ~ positive: ~ feelings, ~ correlation, ~ fixation, ~ induction, ~ conflict, ~ reward, ~ transfer, ~ valence, ~ tropism, ~ attitude, ~ adaptation negative: ~ acceleration, ~ adaptation, ~ feedback, ~ fixation, ~ afterimage, ~ induction, ~ reinforcement, ~ reward, ~ transfer, ~ attitude, ~ symptom, ~ contact motivational: ~ hierarchy, ~ value, ~ factor, ~ selectivity Put a suitable word from the box above into each gap. 1. I feel nothing but \_\_\_\_ for his dishonest behavior towards me. 2. Let's \_\_\_\_ Carroll Izard's theory as regards his classification scheme of primary emotions. 3. Constant worries and trouble have done much \_\_\_\_ to his health and well being. 4. He has the \_\_\_\_ of a first class education to make a successful career. 5. I had no thing to do but to \_\_\_\_ to pressure on his part and obey him. 6. At the meeting the Dean expressed his \_\_\_\_ to students for their active participation in the experiment. 7. Any experimental research must have an \_\_\_\_ theoretical basis.

Устный опрос , примерные вопросы:

Ask your partner ?what the four components of an emotional reaction are ?how emotions could be described according to Wundt ?what classification Carroll Izard proposed ?what Richard Lazarus's theory of emotion emphasizes ?what ideas concerning emotions all psychologists share ?if distinction between positive and negative emotions is always true. Answer the following questions to the text making use of expressions given in the box below. As far as I am concerned, ? As far as I know, ? As far as I understand, ? I am convinced that ? I am fully conscious of the fact that ? Generally speaking, ? 1. What do you think of the working definition of emotion given in the text? 2. What was Wundt's contribution to the theory of emotion and to psychology in general? 3. What is your opinion about Richard Lazarus's theory of emotion? 4. What are disputable issues concerning emotions and their classification? 5. Have psychologists come to any agreement on problems connected with emotions? 6. Along what lines will the theory of emotion develop, to your mind? Read the quotation from D. Goleman's book ?Emotional Intelligence? (N.Y., 1995, Ch.12) on the role of family life for our emotional development and be ready to say whether you agree or disagree with the author. Try to prove your viewpoint by giving examples from your personal experience or literature. ?Family life is our first school for emotional learning; here we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears. This emotional schooling operates not just through the things that parents say or do directly to their children, but also in the models they offer for handling their own feelings and those that pass between husband and wife. Some parents are gifted emotional teachers, others are awful. How parents treat their children has deep and lasting consequences for the child's emotional life. ? Choose one of the following topics connected with emotions and prepare a report on it. 1. Defining emotions and their classifications 2. Disputable problems connected with the study of emotions 3. The emotional mind and the rational mind 4. Emotional development and the role of the child's family 5. The best known theories of emotions 6. Describing an intense emotion you watched or experienced yourself 7. Creating a favourable emotional atmosphere in the classroom setting is indispensable for high academic achievements 8. Emotional problems of first year University students 9. Teenagers' emotional problems

## Тема 6. Theories of Personality

Научный доклад , примерные вопросы:

Choose one of the following topics connected with personality and prepare a report on it. 1. Theories of personality. 2. Freud's theory of personality. 3. The personality structure. 4. The defense mechanisms.

Письменная работа , примерные вопросы:

Guess the meaning and give the appropriate translation of the following English terminological word combinations: displacement: drive ~, ~ of prejudice, perceptual ~, ~ of effect, ~ of aggression; innate: ~ kindness, ~ laziness; projection: play ~, descending ~, eccentric ~, visual ~; hostility: ?autistic? ~, parental ~, repressed ~, social ~; repression: conscious ~, organic ~, primary ~, secondary ~, unconscious ~; trait: constitutional ~, individual ~, unique ~, universal ~, face ~, surface ~, dominant ~; consciousness: double ~, group ~, subliminal ~, ~ of activity, ~ of kind; regression: ego ~, phenomenal ~, simple ~, spontaneous ~. Put the words from the following list into the gaps making necessary changes. Regression, libido, fantasy, idealistic, ego, preconscious, innate, controversy, superego, conscious 1. In spite of the aura of \_\_\_\_\_ that surrounds Freud, many of his concepts have found acceptance. 2. The \_\_\_\_\_ operates on the \_\_\_\_\_ principle, while the superego operates on the \_\_\_\_\_ principle. 3. The driving force of the id is \_\_\_\_\_. 4. Aspects of our mental life of which we are not \_\_\_\_\_ at any moment that can be brought to awareness are stored at \_\_\_\_\_ level. 5. The last of the three structures to develop is \_\_\_\_\_. 6. \_\_\_\_\_ drives are explanatory concepts of behaviour. 7. \_\_\_\_\_ is a defense mechanism that involves imagination or daydreaming as a reaction to stress and anxiety. 8. \_\_\_\_\_ is a return to earlier, more primitive, even childish levels of behaviour. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) to deem, to revert, trait, controversy, fantasy, to mold, hostility, moderate, innate, to return (to a former state), to believe, characteristic, prolonged argument, imagination, to form, not extreme, possessed from birth, enmity; b) ego, life instincts, conscious, reliable, superego, unreliable, acceptance, moderate, to tell the truth, death instincts, hostile, innate, friendly, acquired, unconscious, extreme, reality, to cheat, fantasy, denial.

## Тема 7. Depression

Письменная работа , примерные вопросы:

Make up questions to the following answers. 1. we become sad and discouraged, apathetic and passive. 2. when the individual suffers only depressive symptoms without experiencing mania. 3. by excessive elation, irritability, talkativeness, inflated self-esteem. 4. sad, miserable, hopeless, lonely, unhappy, useless. 5. a depressed individual does. 6. because he believes he has failed and he is the cause of his own failure. 7. Loss of appetite and sleep disturbances are. 8. Everybody is. Guess the meaning and give appropriate translation of the following English terminological word combinations. Depression Symptoms Disorder unipolar ~ emotional ~ behavior ~ bipolar ~ cognitive ~ convulsive ~ manic ~ motivational ~ growth ~ severe ~ somatic ~ hearing ~ mild ~ acute ~ perceptual ~ agitated ~ age dependent ~ vision ~ nervous ~ physical ~ sleep ~ Put the words in the box under the following headings connected with depression. ?kinds of depression ?people ?other words unipolar depression, mania, a therapist, disturbance, somatic, patient, severity, inadequate, spare, psychological disorder, bipolar depression, depressed individuals, psychologist, depressive disorder, incompetent, maniac, motivational symptoms, susceptible Find words in the text that mean: ? downcast, cheerless (part 1) ? moderate, gentle (part 1) ? obviously (part 2) ? physical (part 2) ? there are, exist (part 3) ? to intensify, to become stronger (part 3) ? low evaluation, low appraisal (part 4) ? has to be roused (part 5) ? destructive, suppressing and frightening (part 6) ? treacherous, perfidious (part 6) ? disorderly, accidentally (part 7) ? the previous culture (part 7)

Устный опрос , примерные вопросы:



Discuss the following statements with your group mates making use of the expressions below. I agree strongly ? I agree ? I have no view ? It depends ? I disagree ? I disagree strongly ? 1.Today the great majority of individuals, suffering from severe depressions can be helped. 2.Almost everyone reacts to loss with some of the symptoms of depression. 3.The line between a ?normal? depressive disturbance and a clinically significant depressive disorder is blurry. 4.For many years all depression was viewed as part of manic depression. 5.Depressed people have low self esteem, but this low self evaluation may not be always a distortion; sometimes it may be merely a sober and accurate assessment of reality. 6.Depression of all kinds produces emotional, cognitive and somatic deficits. Retell the text dwelling on the following points: ?depressed symptoms in normals ?kinds of depression ?four sets of symptoms ?sadness as a most salient symptom ?loss of interest and pleasure ?low self-esteem ?self-blame for troubles ?pessimism about future ?lack of response initiation ?difficulty in making decisions ?loss of appetite and sleep disturbance ?vulnerability to depression Give a description of an occasion when some mournful news or event caused your depression. Say: ?where you were at the time ?what you were doing ?what the news or event was ?what people?s reactions were ?what you felt at the moment ?what has happened since Prepare dialogues around the following topics, so that one student will support the statement given and the other will put forward arguments to reject it. Use the following expressions to present your ideas. As for me... I agree with you... On the second thought I think... You could be right, but? In a nutshell... That?s true, but what about ? On the contrary... I don?t agree that? 1.Almost everyone has felt depression, at least in its mild forms. 2.Depressed people clearly have more negative beliefs about themselves and their future than non depressed people. They have low self esteem, but this low self evaluation may not always be a distortion. 3.Anxiety and fear are basically the same emotion. 4.Phobia is an unusually well defined phenomenon, and there is little trouble diagnosing it correctly. 5.Fear of number 13 is not an unusual phobia, but a kind of superstition.

### **Тема 8. Motivation**

Письменная работа , примерные вопросы:

Make up questions to the following answers. 1. Motivation is trying to reach our goals. 2. A goal is merely a focused view where you want to head. 3. when we feel capable, responsible, self-directed, respected and hopeful. 4. ?mastery goals? when people want to improve their skills and ?performance goals? when a person wants to beat others. 5. to make motivation more effective. 6. because it is impossible to succeed without belief and hard work. 7. intrinsic and extrinsic. 8. Intrinsic motivation implies that the internal desire is to be competent and an individual should do something for its own sake. 9. by external rewards and punishments. 10. They are: success and its rewards, failure, authoritative demands, competitions and so on. Put a suitable word from the box above into each gap. 1. Drive factors can \_\_\_\_\_ the motivational effect of incentives. 2. Intrinsic motivation is in its turn associated with what has been termed ?cognitive drive? ? \_\_\_\_\_ to learn for its own sake. 3. The needs of visually impaired and physically disabled pupils pose a variety of \_\_\_\_\_ for subject teachers. 4. The teacher can do a great deal to \_\_\_\_\_ the memory, organization and sequencing skills of such a child. 5. Useful methods for the identification of exceptionally able students include monitoring of \_\_\_\_\_ in assessment situations. 6. You need to observe students very carefully in order to spot small changes or \_\_\_\_\_. 7. Research findings show that students are \_\_\_\_\_ to respond more positively to praise and positive comments about their work or behaviour than to criticism and negative comments. 8. Extrinsic rewards should be used with caution for they have the potential for \_\_\_\_\_ existing intrinsic motivation. 9. The needs for food, water, air, sleep and even sex are always there, but they don't \_\_\_\_\_ our lives. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) to achieve, adversity, aim, apt, to concentrate, to endeavour, to engender, to enhance, to excel, to focus, to give rise to, a goal, harm, inclined, to increase, misfortune, to reach, to surpass, to try, hurt; b) to do harm, to suppress, intrinsic, credible, to improve, to complicate, to enhance, incompetence, to facilitate, to diminish, competence, to be of benefit, to worsen, extrinsic, incredible, to spur. Put the words from the following list under the following headings connected with motivation: ? types of motivation ? types of goals ? sources of extrinsic motivation challenging, extrinsic, easy to reach, failure, competition, frustrating, rewards, realistic, success, authoritative demands, achievable, demeaning, intrinsic, long range, short term B. Complete these sentences using one of the words from the box above in each space. 1. \_\_\_\_\_ but \_\_\_\_\_ goals are themselves motivating. 2. You work hard in college because a personal standard of excellence is important to you, \_\_\_\_\_ motivation is involved. 3. \_\_\_\_\_ goals are boring or \_\_\_\_\_. 4. Since challenging but \_\_\_\_\_ goals require us to stretch and grow, they must constantly be changed to match the conditions and our ability. 5. \_\_\_\_\_ is perhaps the most important feature in raising \_\_\_\_\_ motivation. 6. It is inevitable that there will be \_\_\_\_\_ in any normal learning or working experience. 7. Individual \_\_\_\_\_ can be stressful for people who are not very good at the subject. 8. In any area where we are hoping to self-improve, both \_\_\_\_\_ and \_\_\_\_\_ goals are needed. 9. We may enhance a sense of pride and satisfaction by explicit praise approval or by some \_\_\_\_\_. 10. \_\_\_\_\_ can be over used or misused if people are obeying commands without any awareness of objectives.

Устный опрос , примерные вопросы:

Answer the following questions to the text. 1. What does motivation comprise? 2. Why are some people usually calmer, healthier and less stressed? 3. What goals are needed when we are hoping to self-improve? 4. What are the most important elements of the process of motivation? 5. How do two types of individuals vary in their achievement motivation? 6. How can our achievement motivation be divided into? 7. What is the difference between these two types of motivation? 8. What are the main sources of extrinsic motivation? 9. What rewards can be used to raise extrinsic motivation? 10. Why can individual competition be stressful for people? 11. Is it enough to have intelligence, knowledge, skills, diligence in order to succeed? Discuss the following statements with your group mates making use of the expressions below. I agree strongly on the whole? I believe that? It depends? I agree? I disagree strongly? In my opinion? From my point of view? It goes without saying? I think so too? I hardly think so? I don't doubt that in the least? 1. There seem to be certain life goals that harm our mental health. 2. We waste quite a bit of our life doing things that are unimportant and not urgent, such as reading trash novels, watching mindless TV, etc. 3. If you are dedicated to hard work you will win in the end. 4. Achievement oriented individuals have a stronger hope for success than a fear of failure, are moderate rather than high or low risk takers. 5. People who have succeeded in past tasks will be more willing to engage with the next one. 6. Failure in any sense is generally regarded as something to be avoided. 7. If individual competition is overused, it eventually affects negatively persons' willingness to cooperate and help each other. Retell the text dwelling on the following points: ? goals of motivation ? the main keys of motivation ? types of motivation Tell us about one of your academic performances in which you have been successful and one in which you have not been successful. For each of these reflect on: ? what you attribute your success or failure to ? how much efforts you expended ? what your attitude and desire were Prepare dialogues around the following topics so that one student will support the statement given and the other will put forward arguments to reject it. Use the following expressions to convey your ideas.

## **Тема 9. Temperament**

Письменная работа , примерные вопросы:

Write the questions to these answers. 1. an individual's characteristic emotional nature, including energy level, prevailing mood and sensitivity to stimulation. 2. in response to personal experiences and environmental conditions. 3. that temperament could ease difficult circumstances in the environment. 4. four basic human temperaments according to Hippocrates. 5. biologically introverted organisms. 6. on the central digestive system. 7. with the muscles. 8. the outward energetic flow. Guess the meaning and give the appropriate translation of the following English terminological word combinations Inhibition Resistance Vessel associative ~ body ~ blood ~ central ~ conscious ~ brain ~ conditioned ~ ego ~ capillary ~ cortical ~ environmental ~ lymphatic ~ reflex ~ external ~ peripheral ~ growth ~ light ~ sleep ~ passive ~ Put a suitable word from the box above into each gap. 1. Many psychologists \_\_\_\_\_ that temperament can develop and change over the course of a person's life. 2. Infants who were playful, regular in their sleeping and eating patterns, and \_\_\_\_\_ readily to new situations were classified as easy. 3. The \_\_\_\_\_, spirited child may scream and kick when given attention. 4. Many acute infections of the throat may cause swelling and \_\_\_\_\_. 5. Stressful situations produce emotional reactions ranging from \_\_\_\_\_ to anxiety, anger, discouragement and depression. 6. Excessive alcohol consumption can lead to \_\_\_\_\_. 7. People who engage in a healthy lifestyle ? eating a low fat diet, drinking alcohol in moderation, getting enough sleep and exercising regularly \_\_\_\_\_ to diseases better. 8. In spite of all \_\_\_\_\_ he rejected the offer. 9. The ectotonic suffers from a quick onset of hunger and he \_\_\_\_\_ his appetite quickly. 10. The \_\_\_\_\_ of a conditioned response is produced when a novel, irrelevant stimulus is presented along with the conditioned stimulus. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) to adapt, to abhor, to anticipate, acute, to adjust, callous, insomnia, to hate, sharp, to resist, to inhibit, to forsee, sleeplessness, to oppose, to forbid, heartless; b) amiable, wary, to assert, to fuss, inhibiton, hostile, shallow, careless, to exhilarate, satiate, to deny, to come down, permission, to deject, deep, unsated. Put the words in the box under the following headings connected with temperament: ? the extreme endotonic ? the extreme mesotonic ? the extreme ectotonic slow moving, relaxed, vigorous, receptive, family oriented, aggressive, withdrawn, sociable, assertive, future oriented, callous, sensitive, competitive Complete the sentences using one of then words from the box above in each space. 1. Introverted individuals are \_\_\_\_\_ and prefer to work alone. 2. When parents of a difficult child provide a happy, stable home life, the child's negative \_\_\_\_\_ behaviour declines with age. 3. Extraverted individuals who are \_\_\_\_\_ prefer occupations that permit them to work directly with other people. 4. As a rule melancholics are \_\_\_\_\_ and they hardly react to strong stimuli. 5. Sanguines are characterized by quickness in their responses, and they are not \_\_\_\_\_ and therefore they don't notice very weak sounds and light stimuli. 6. The mesotonics want to win, and they are very \_\_\_\_\_ by nature. 7. Drinking alcohol reduces a person's inhibitions and he becomes more \_\_\_\_\_. 8. People born under the sign of Walnut Tree are full of contrasts. They may be very \_\_\_\_\_, egoistic and \_\_\_\_\_ and at the same time noble and generous.

Устный опрос , примерные вопросы:

Answer the following questions to the text. 1. How may temperament be defined? 2. Why is temperament often considered a biologically based characteristic? 3. What do many personality experts assert in connection with temperament? 4. How can personal experiences and environmental conditions affect an individual's predisposition toward a particular temperament? 5. Who was the first to classify types of temperament? 6. What is Sheldon's classification of temperament based on? 7. What are endotonics like? Discuss the following statements with your group mates making use of the expressions below. I think that ... As I see it I suppose that ... My point is that ... I disagree... I hardly think so ... 1. As early as the first weeks of life, infants show individual differences in activity level, responsiveness to changes in their environment. 2. The relationship between parents and infants is reciprocal ? in other words, the infant's behaviour also shapes the parents' response. 3. Highly reactive infants are likely to become fearful and inhibited if their mothers are highly permissive and indirect in their discipline. 4. During development both temperament and the environment interact. 5. According to Sheldon's theory our body determines the way we act. Retell the text dwelling on the following points: ? the development of temperament in the course of life ? the extreme endotonic ? the extreme mesotonic ? the extreme ectotonic You have parents whom you are fond of. Describe your mother's or your father's temperament taking into consideration his or her body type, relationship to other people, feelings, and attitude to life and work. Make conclusions about what type of temperament he or she has. And what about you? Have you taken after your father or mother? Prepare a dialogue on the following topics so that one student will support the statement given and the other will put forward arguments to reject it. Use the following expressions to convey your ideas. As for me You could be right but... To my mind I don't agree I agree with you in principal I can't say for sure I'm all in favour of this idea I can't just see it that way I strongly agree On the contrary 1. The key to healthy development of temperament is a good ?fit? between the child's temperament and the home environment. 2. Difficult children are more likely than easy children to have school problems later on.

### Тема 10. Character

Письменная работа , примерные вопросы:

Make up questions to the following answers. 1. It's the expression of the personality of a human being, and it reveals itself in his conduct. 2. because it implies rationality. 3. to analyze the constituent elements of character, to trace the laws of its growth and to classify different types. 4. inherited elements of his being and the acquired ones. 5. the author of the 'Origin of Species' and his followers. 6. as 'a completely fashioned will'. 7. the elements pertaining to cognition, and those belonging to the emotional and volitional activities of the soul. 8. by the exercise of the power. 9. it focuses on the importance of different virtues in the constitution of the ideal moral character. 10. firmness of will, fortitude, constancy in adhering to principles. Put a suitable word from the box above into each gap. 1. Despite different definitions of attitudes, all the theorists share a concern with the interrelationships among the \_\_\_\_\_ beliefs, feelings, and behaviours. 2. An individual who fails to incorporate any standards for acceptable social behaviour may engage in excessively self \_\_\_\_\_ or criminal behaviour. 3. By emphasizing the unconscious status of our motivations, Freud deprived us of \_\_\_\_\_. 4. The development of character is never complete as experience is constantly presenting new aspects of life to us. Nevertheless most of our important habits of reaction become \_\_\_\_\_. 5. People interpret ambiguous pictures according to their \_\_\_\_\_ in terms of preferred plots or themes that reflect personal fantasies. 6. The more people are \_\_\_\_\_ to deny their own feelings and accept the values of others, the more uncomfortable they will feel about themselves. 7. Adult criminals show concern for others (for example, family or gang members) and \_\_\_\_\_ to some code of moral conduct. 8. In a session for training social skills a group of \_\_\_\_\_ and unassertive individuals may be coached in a series of role playing scenes. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) faculty, volition, fortitude, pertinent, bent, to mould, talent, courage, will, appropriate, to form, refined, inclination, subtle; b) rational, detriment, feeble minded, to reveal, fixed, irrational, pertinent, apathetic, benefit, impertinent, not indifferent, to conceal, sensible, unfixed. Complete the sentences using one of the words below. aptitude faculty gift talent genius 1. She had a lot of friends and they all believed in her \_\_\_\_\_. 2. Some people have \_\_\_\_\_ of making themselves agreeable. 3. \_\_\_\_\_ or ability tests are part of the admission procedure in many colleges and most professional and graduate schools. 4. He had \_\_\_\_\_ for languages and he spoke all the local dialects. 5. Dr. N. Geschwind pointed out that what we consider \_\_\_\_\_ and disabilities depends greatly on the needs for particular abilities at particular times.

Устный опрос , примерные вопросы:



Answer the following questions to the text. 1. How may character be defined? 2. What does the term 'character' imply in a narrower sense? 3. What complex collection of elements reveals man's character? 4. What is man's disposition dependent on? 5. What was a fundamental error in English psychology from Locke to John Stuart Mill? 6. Who plays an important part in the moulding of our character? 7. How may the acquired elements which go to the building of character be distinguished? 8. What contributes to the formation of habits of mind? 9. Why is a lower animal incapable of acquiring a character? 10. Why isn't there a unique classification of types of character? 11. Why are we responsible for our character? 12. What are the main aims of the investigation of character in psychology and ethics? Discuss the following statements with your group mates making use of the expressions below. I believe so? It's hard to say? There is no doubt about it? I'm afraid I can't say? In my opinion? It should be noted? 1. Character often means the sum total of an individual's traits, whether rated productive or destructive, normal or neurotic. 2. It is the original endowment of each individual that is of great importance. 3. Individuals have an original equality or similarity of mental faculty and all their subsequent differences are ascribed to a diversity of circumstances. 4. While the human organism grows and changes, the faculties of the soul may be variously developed by the manner in which it is exercised. 5. The frequent indulgence in emotions, such as anger, envy, fear and the like, fosters tendencies towards these sentiments. 6. The exercise of the will plays the predominant part in moulding the type of character. Think of characters from the books you have read or among your acquaintances, whom you could speak of as of strong character. Say what kind of person he or she is, why you think this character is a personality, and say what you think helped to mould his (her) character

### Тема 11. Abilities

Письменная работа , примерные вопросы:

Make up questions to the following answers. 1. at the end of the 19th century. 2. because babies cannot explain what they are doing and thinking. 3. to change the baby's environment in some way and to observe the responses. 4. at the age of 2. 5. to areas of high contrast. 6. the differences between very similar sounds. 7. a relaxed expression resembling a slight smile. 8. because there is an innate preference for the odor of breast milk. 9. the sensations they experience before birth. 10. because mother's voice can be heard in the uterus. 11. the view of the newborn as experiencing the world as 'buzzing, blooming confusion'. Put a suitable word from the box above into each gap. 1. Chimpanzees that were reared in darkness for their first 16 months could \_\_\_\_\_ light but could not \_\_\_\_\_ among patterns. 2. Freud was particularly impressed by the principle of \_\_\_\_\_ of energy which states that energy may be changed into different forms but it is neither created nor destroyed. 3. During this period, infants derive pleasure from nursing and \_\_\_\_\_ and begin to put anything they can reach into their mouths. 4. This \_\_\_\_\_ text on adult psychology draws on current theories and anecdotal evidence of the adult years. 5. This tendency to interpret things or people in a way that satisfies our motives is typical of the manner in which our mental processes operate in perception. The \_\_\_\_\_ can also happen. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) to accommodate, to assimilate, bland, to designate, to discriminate, to adapt, to indicate, ingenuity, permanent, to absorb, suave, prevalent, inventiveness, to distinguish, lasting, widespread; b) to arouse, comprehensive, curved, discriminative, noxious, to suppress, straight, to override, to saturate, uncomprehensive, undistinguished, underestimate, harmless, to dry, to estimate, to take into account Put the words from the box below under the following headings connected with the capacities of the newborn: ? vision ? hearing ? taste and smell ? other words acuity, near sighted, an eye, bland, odor, smells, speech sounds, visual system, salty, a tone, sweet tasting, bitter, noxious, sour, sound, liquid, a buzzer, music, focus, edges, source Complete these sentences using one of the words from the box above in each space. 1. The human \_\_\_\_\_ consists of the eye, several parts of the brain and the pathways connecting them. 2. The \_\_\_\_\_ has an immense ability to accommodate itself to environmental conditions. 3. Visual \_\_\_\_\_ refers to the eye's ability to resolve details. 4. \_\_\_\_\_ originates from the motion, or vibration of an object. 5. Sensitivity to \_\_\_\_\_ substances is best near the front of the tongue, sensitivity to \_\_\_\_\_ substances is best on the soft palate. 6. Children try to avoid \_\_\_\_\_ substances. 7. Children reared in an environment in which people talk to them and reward them for making \_\_\_\_\_ talk earlier than children who do not receive such attention. 8. People who are \_\_\_\_\_ are unable to focus clearly on distant objects. 9. Each kind of receptor may respond to many different \_\_\_\_\_. 10. Children's ability to distinguish among \_\_\_\_\_ increases their chances of survival.

Устный опрос , примерные вопросы:

Answer the following questions to the text. 1. What idea was prevalent at the end of the 19th century? 2. How do developmental psychologists study the capacities of young infants? 3. What objects attract infants? attention? 4. How do infants respond to different sounds? 5. Are human infants born with perceptual mechanisms of human speech? 6. How do infants discriminate between different tastes? 7. What smells do infants prefer? 8. Why does the ability to distinguish among smells have an adaptive value? 9. What studies does evidence for early learning and remembering come from? 10. What do infants' preferences for mother's voice stem from? Discuss the following statements with your group mates making use of the expressions below. From my point of view? As I see it? As far as I can judge? It must be admitted that? There is no denying that? I don't quite agree with you? 1. Infants enter the world with all of their sensory systems functioning. 2. Infants at birth can hear all the phonetic distinctions used in the world's language. 3. Newborn infants are sensitive to many of the features of objects that adults use to distinguish one thing from another. 4. With development, infants have been found to perceive depth, objects and faces with increasing precision. Retell the text dwelling on the following points: ? the studies of the young infants' capacities ? infants' vision ? infants' hearing ? infants' smell and taste ? infants' learning and memory Speak about a friend (acquaintance) of yours who, in your opinion, is gifted or talented, what role nurture played in his development and who had an especially positive effect on his (her) academic progress. Describe his (her) intellectual characteristics such as curiosity, motivation, long attention span and so on and personality traits (leadership ability, independence, intuitiveness), his ability to devise innovative and unusual solutions to a problem. And what do you think about yourself? Are you gifted? Ask your partner: 1. whether he (she) agrees or disagrees with Piaget's belief that early cognitive development depends on sensorimotor activities; 2. how children's ability to think and reason changes through a series of qualitatively distinct stages; 3. in what way children begin to develop a concept of themselves as separate from the external world; 4. what an important discovery during the sensorimotor stage is; 5. whether children comprehend certain rules or operations during the preoperational stage; 6. what the essence of formal operational thought is.

## **Тема 12. Language**

Научный доклад , примерные вопросы:

Choose one of the following topics connected with language and prepare a report on it. 1. The distinctive characteristics of language. 2. Language and communication. 3. The properties of language. 4. Language acquisition.

Письменная работа , примерные вопросы:



Make up questions to the following answers. 1. Language is a means of communication. 2. Communication is the act of transferring information from one point to another. 3. Chimpanzees use vocalization and gestures to communicate messages. 4. These are utterances. 5. No, there is no requirement for using a particular symbol for a given object. 6. The symbols of a language are arbitrary. 7. Semanticity refers to the meaning that words take on in language. 8. Language is structured or rule governed. 9. Utterances lose their meaning. 10. The properties of language give language its unique qualities and set it apart from animal communication systems. Guess the meaning and give the appropriate translation of the following English terminological word combinations: complex: cognitive ~, chromosome ~, culture ~, fear ~, inferiority ~, superiority ~; complexity: cognitive ~; elaboration: primary ~, secondary ~; generation: filial ~, parental ~, rising ~, sexual ~, succeeding ~; perception: associated ~, binocular ~, depth ~, intersensory ~, time ~; productivity: ~ of labour; property: additive ~, functional ~, kinetic ~, physical ~, spectral ~; Put the words from the following list into the gaps making necessary changes whenever necessary. Property, arbitrary, elaborate, displacement, signing, communication, social, referent, resemblance, productivity, enterprise, shared 1. Language symbols need to have \_\_\_\_\_ significance. 2. We need to have a clear difference between \_\_\_\_\_ and language. 3. Animals have \_\_\_\_\_ communication systems. 4. The symbols of a language are \_\_\_\_\_. 5. Because of its semanticity language can be used as a social \_\_\_\_\_. 6. Chimpanzees have no capacity for \_\_\_\_\_. 7. \_\_\_\_\_ means that we can produce a great variety of ideas with a limited number of language symbols. 8. Other ways of expressing language include writing, coding, and \_\_\_\_\_. 9. This \_\_\_\_\_ means that there need be no \_\_\_\_\_ between a word and its \_\_\_\_\_. 10. Language is a \_\_\_\_\_ process. Arrange the following words in pairs of (a) synonyms and (b) antonyms: a) quality, to appreciate, initiative, resemblance, elaborate, to arouse, boring, similarity, momentous, productivity, to evaluate, use, complicated, property, enterprise, efficiency, repetitive, significant, utility, to evoke; b) arbitrary, complex, insignificant, definite, without detail, easy, observance, gesture, to share, violation, significant, to keep it to oneself, elaborate, vocalization.

### Тема . Итоговая форма контроля

Примерные вопросы к зачету:

1) Коммуникативное чтение: текст научного характера не более 1200 п.з. на поисковое чтение (с последующим письменным ответом на вопросы) или на устное реферирование - 15 минут; 2) Беседа по темам, изученным в семестре.

1) COMMUNICATION AS AN EXCHANGE OF INFORMATION Communication in the narrow sense of the word refers to the fact that, in the course of joint activities, people exchange various proposals, ideas, interests, moods, emotions, sets, etc. All of this can be considered as information, allowing the process of communication to be understood as a process of the exchange of information. In many aspects of socio-psychological knowledge, the entire process of human communication is interpreted in terms of the theory of information. However, such an approach cannot be considered as methodologically correct, since highly important characteristics as, for example, human communication are omitted which are not reduced only to the process of transferring information. Still another substantial oversight here is that in this approach basically only one direction of the flow of information is considered, namely, the one from the communication to the recipient. Only the formal aspect is analysed when human communication is investigated from the point of view of the theory of information; the way in which the information is communicated, but in actual fact, under the normal conditions of human communication, information is not only communicated, but also formed, improved and developed. Therefore, in including the potential for the application of certain positions of the theory of information in describing the communicative aspect of communication, it is necessary to place precisely all the accents and to reveal the specifics in the very process of the information exchange going on in communication.

2)Intelligence

Creativity

Imagination

Memory and Attention

Emotions

Theories of Personality

Depression  
Motivation  
Temperament  
Character  
Abilities  
Language

### **7.1. Основная литература:**

- English for students of psychology: учеб.пособие / Г.Р.Иксанова, А.А.Благовещенская. - Казань: Казан.ун-т, 2013. - 184с. [http://libweb.kpfu.ru/ebooks/17\\_001\\_000310.pdf](http://libweb.kpfu.ru/ebooks/17_001_000310.pdf)
- Рушинская, И. С. The English Verbals and Modals [Электронный ресурс] : практикум / И. С. Рушинская. - 2-е изд., стер. - М.: Флинта, 2012. - 48 с. <http://znanium.com/bookread2.php?book=490146>

### **7.2. Дополнительная литература:**

- Сиполс, О. В. Develop Your Reading Skills: Comprehension and Translation Practice. Обучение чтению и переводу (английский язык) [Электронный ресурс] : учеб. пособие / О. В. Сиполс. - 2-е изд., стереотип. - М. : Флинта : Наука, 2011. - 376 с. - <http://znanium.com/bookread2.php?book=409896>
- Рябцева, Н. К. Научная речь на английском языке: Руководство по научному изложению. Словарь оборотов и сочетаемости общенаучной лексики. Новый словарь-справочник активного типа (на английском языке) [Электронный ресурс] / Н. К. Рябцева. - 6-е изд., стер. - М. : ФЛИНТА, 2013. ? 598 с. - ISBN 978-5-89349-167-8 // <http://znanium.com/bookread.php?book=462975>

### **7.3. Интернет-ресурсы:**

- Advice on handling question - <http://www.presentationdynamics.net/tag/handling-questions/>
- Advice on how to make a poster - <http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm>
- Creating Effective Poster Presentations - <http://www.ncsu.edu/project/posters/NewSite/index.html>
- Designing Effective Oral Presentations - [http://riceowl.rice.edu/guidance.cfm?doc\\_id=11775](http://riceowl.rice.edu/guidance.cfm?doc_id=11775)
- Multitran - <https://www.multitran.ru>

## **8. Материально-техническое обеспечение дисциплины(модуля)**

Освоение дисциплины "Английский язык в профессиональной коммуникации" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен студентам. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе Издательства "Лань" , доступ к которой предоставлен студентам. ЭБС Издательства "Лань" включает в себя электронные версии книг издательства "Лань" и других ведущих издательств учебной литературы, а также электронные версии периодических изданий по естественным, техническим и гуманитарным наукам. ЭБС Издательства "Лань" обеспечивает доступ к научной, учебной литературе и научным периодическим изданиям по максимальному количеству профильных направлений с соблюдением всех авторских и смежных прав.

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Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 44.03.05 "Педагогическое образование (с двумя профилями подготовки)" и профилю подготовки Начальное образование и иностранный (английский) язык .

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